URBAN ADJUDICATION PANEL

WINNIPEG SCHOOL DIVISION #1

COMPENSATORY SUPPORT PROGAM

MAY 9, 1989

Manitoba
Education

89-05883/

A G E N D A

COMPENSATORY SUPPORT PROGRAM
URBAN ADJUDICATION PANEL

TUESDAY, MAY 9/89
9:00 A.M.

BLUE BOARD ROOM
124 KING STREET

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1. INTRODUCTION

2. FINANCIAL OVERVIEW

3. PROGRAM REVIEWS:

   A) 6TH YEAR PROGRAMS
   B) 5TH YEAR PROGRAMS
   C) 4TH YEAR PROGRAMS
   D) 3RD YEAR PROGRAMS
   E) 2ND YEAR PROGRAMS
   F) NEW PROGRAMS

4. SPECIAL GRANTS

5. COMPLETED PROJECTS, UPDATES AND OTHER INFORMATION

WINNIPEG SCHOOL DIVISION #1

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MAY 1989

COMPENSATORY SUPPORT PROGRAM
1989 FINANCIAL OVERVIEW

1989 GRANT DOLLARS COMMITTED	$1,250,214.00
1989 BALANCE TO BE COMMITTED	$ 749,786.00
1989 SPECIAL GRANT DOLLARS COMMITTED	$ 83,132.00
1989 SPECIAL GRANT DOLLARS TO BE ALLOCATED	$ 76,868.00

18-APRIL-89

COMPENSATORY SUPPORT PROGRAM 1988-90
WINNIPEG SCHOOL DIVISION #1

PROJECT	FILE #	1988 JAN-JUNE	1988 SEPT-DEC	1989 JAN-JUNE	1989 SEPT-DEC	1990 JAN-JUNE	1990 SEPT-DEC
RESOURCE	-	-	-	-	-	-	-
CRISIS	-	-	-	-	-	-	-
ABERDEEN CURRICULUM DEV.	184	$26,820	$18,220	$27,330	-	-	-
ABERDEEN MIGRANCY	182	$26,400	$18,320	$27,480	-	-	-
ABERDEEN NUTRITION	183	-	-	-	-	-	-
ARGYLE CURRICULUM DEV.	186	-	-	-	-	-	-
ARGYLE EVENING PROGRAM	273	-	-	-	-	-	-
ARGYLE PRE-EMPLOYMENT	328	$32,954	$52,000	-	-	-	-
CECIL RHODES	205	-	-	-	-	-	-
CHAMPLAIN	006	-	-	-	-	-	-
DAVID LIVINGSTONE	221	-	-	-	-	-	-
DUFFERIN COMPUTER LAB	201	$3,450	-	-	-	-	-
DUFFERIN ESY	031	-	-	-	-	-	-
FORT ROUGE	034	-	-	-	-	-	-
GORDON BELL TRANSITION	-	-	-	-	-	-	-
GORDON BELL	188	-	-	-	-	-	-
GREENWAY LANGUAGE DEV.	214	$7,500	$12,000	-	-	-	-
HUGH JOHN MACDONALD NUTRITION	190	-	-	-	-	-	-
HUGH JOHN MACDONALD PEER COUNSELLING	330	-	-	-	-	-	-
HUGH JOHN MACDONALD SATELLITE	189	-	-	-	-	-	-
HUGH JOHN MACDONALD WORK EXPERIENCE	-	-	-	-	-	-	-
ISAAC NEWTON ATTENDANCE	193	-	-	-	-	-	-
KING EDWARD/STRATHCONA CURRICULUM DEV.	80;81	-	-	-	-	-	-
KING EDWARD LANGUAGE DEV.	200	$14,400	$27,000	-	-	-	-
MATURAS	066	-	-	-	-	-	-
PINKHAM PARENT RESOURCE	272	$18,322	$12,800	$19,200	-	-	-
PRINCIPAL SPARLING ESY	14	$8,172	$14,500	-	-	-	-
RIVER ELM PARENT RESOURCE	274	$17,857	$12,800	$19,200	-	-	-
ST. JOHN'S ATTENDANCE	029	$6,900	-	-	-	-	-
ST. JOHN'S GIFTED	463	-	$11,360	$17,040	-	-	-
ST. STEPHEN'S BROADWAY P.A.P.I.D.	264	$53,400	$93,500	-	-	-	-
SHAUGHNESSY MATH	199	-	-	-	-	-	-
STRATHCONA AIDES	206	$14,400	$25,300	-	-	-	-
WESTON WRITING TO READ	239	$6,900	-	-	-	-	-
		$237,475	$297,800	$110,250	$0	$0	$0

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PROJECT	FILE #	1988 JAN-JUNE	1988 SEPT-DEC	1989 JAN-JUNE	1989 SEPT-DEC	1990 JAN-JUNE	1990 SEPT-DEC
WM. WHYTE - BOOK MAKING	007	-	-	-	-	-	-
WI WABIGOONI	194	$26,220	$20,120	$30,180	-	-	-
AUTHORS IN RESIDENCE	322	-	-	-	-	-	-
COMPUTER LAB	033	-	-	-	-	-	-
COUNSELLING - ELEMENTARY	250	$150,120	$104,160	$156,240	-	-	-
- JR. HIGH	•	-	-	-	-	-	-
- SR. HIGH	•	-	-	-	-	-	-
EARLY SCHOOL YEARS	383	-	$19,160	$28,740	-	-	-
PARENT RESOURCE ASSISTANT	423	$11,585	$9,800	$2,700	$12,000	-	-
ETHNIC WORKERS (C.G.C.)	370	-	$19,894	$11,100	-	-	-
INNER CITY PARENT INVOLVEMENT	329	-	-	-	-	-	-
INNER CITY RESEARCH	261	-	-	-	-	-	-
MIGRANCY - DIVISION WIDE	222	$125,700	$87,120	$130,680	-	-	-
PEER COUNSELLING (ISAAC NEWTON & R.B. RUSSELL)	391/2	$32,900	-	-	-	-	-
RESEARCH ASSISTANT	248	$30,000	$13,200	$19,800	-	-	-
SPECIAL NEEDS	230	-	$104,160	$156,240	-	-	-
VERTICAL INTEGRATED PROGRAM	003	-	-	-	-	-	-
HUGH JOHN MACDONALD CHALLENGE PROGRAM	424	-	$12,960	$19,630	-	-	-
SCHOOL BASED PLANNING	430	$23,460	-	-	-	-	-
LANG. DEVELOPMENT & L.A. IMPROVEMENT	466	-	$36,320	$54,480	-	-	-
ELEMENTARY COUNSELLING	457	-	$63,760	$95,640	-	-	-
ESY PROJECT MANAGER	493	-	-	$55,000	-	-	-
		$637,460	$788,454	$870,680	$0	$0	$0
			$1,659,134				
			$1,425,914				

18-APRIL-89

COMPENSATORY SUPPORT PROGRAM 1984-87
WINNIPEG SCHOOL DIVISION #1

		1984	1985		1986		1987	
		SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC
RESOURCE	-	$27,360	$41,040	-	-	-	-	-
CRISIS	-	$38,021	$57,031	-	-	-	-	-
ABERDEEN CURRICULUM DEV.	184	-	-	$23,800	$35,700	$23,160	$34,740	$17,880
ABERDEEN MIGRANCY	182	-	-	$17,600	$26,400	$18,080	$27,120	$17,600
ABERDEEN NUTRITION	183	$3,546	$5,320	$4,400	$6,600	-	-	-
ARGYLE CURRICULUM DEV.	186	-	-	$9,800	$14,700	$10,240	$15,360	-
ARGYLE EVENING PROGRAM	273	-	-	$11,200	$16,800	-	-	-
ARGYLE PRE-EMPLOYMENT	328	-	-	-	-	$21,178	$31,767	$21,970
CECIL RHODES	205	-	-	$9,800	$14,700	$10,240	$15,360	-
CHAMPLAIN	006	-	-	$1,600	$2,400	-	-	-
DAVID LIVINGSTONE	221	-	-	$200	$300	-	-	-
DUFFERIN COMPUTER LAB	201	-	-	$3,040	$4,560	$512	$768	$2,300
DUFFERIN ESY	031	-	-	$3,200	$4,800	-	-	-
FORT ROUGE	034	-	-	-	$17,000	$10,540	$15,810	-
GORDON BELL TRANSITION	-	$5,882	$8,824	-	-	-	-	-
GORDON BELL	188	-	-	$17,200	$25,800	-	-	-
GREENWAY LANGUAGE DEV.	214	-	-	$4,360	$6,540	$4,320	$6,480	$5,000
HUGH JOHN MACDONALD NUTRITION	190	-	-	$4,400	$6,600	-	-	-
HUGH JOHN MACDONALD PEER COUNSELLING	330	-	-	-	-	$18,680	$28,020	-
HUGH JOHN MACDONALD SATELLITE	189	-	-	$9,680	$14,620	-	-	-
HUGH JOHN MACDONALD WORK EXPERIENCE	-	$2,406	$3,609	-	-	-	-	-
ISAAC NEWTON ATTENDANCE	193	$3,318	$4,976	$3,680	$5,520	-	-	-
KING EDWARD/STRATHCONA CURRICULUM DEV.	80;81	-	-	$4,000	$6,000	-	-	-
KING EDWARD LANGUAGE DEV.	200	-	-	$11,000	$16,500	$8,640	$12,960	$9,600
MATURAS	066	-	-	$3,000	$4,500	-	-	-
PINKHAM PARENT RESOURCE	272	-	-	-	-	$10,000	$15,000	$12,214
PRINCIPAL SPARLING ESY	14	-	-	$5,400	$8,100	$4,720	$7,080	$5,448
RIVER ELM PARENT RESOURCE	274	-	-	-	$13,556	$9,037	$16,200	$10,800
ST. JOHN'S ATTENDANCE	029	-	-	$3,680	$5,520	$3,920	$5,880	$4,600
ST. JOHN'S GIFTED	463	-	-	-	-	-	-	-
ST. STEPHEN'S BROADWAY P.A.P.I.D.	264	-	-	-	$41,700	$27,800	$45,000	$30,000
SHAUGHNESSY MATH	199	-	-	$1,968	$2,952	-	-	-
STRATHCONA AIDES	206	-	-	$8,160	$12,240	$8,640	$12,960	$9,600
WESTON WRITING TO READ	239	-	-	-	$24,540	$16,360	$4,500	$4,600
TOTAL		$80,533	$120,800	$161,168	$338,648	$206,067	$295,005	$151,612

		1984	1985		1986		1987	
		SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC	JAN-JUNE	SEPT-DEC
WM. WHYTE - BOOK MAKING	007	-	-	$1,300	$1,950	-	-	-
MI MABIGOONI	194	$15,040	$22,560	$19,880	$29,820	$17,880	$26,820	$17,480
AUTHORS IN RESIDENCE	322	-	-	$3,840	$5,760	$4,000	$6,000	-
COMPUTER LAB	033	-	-	$40,600	$60,900	$17,080	$25,620	-
COUNSELLING - ELEMENTARY	250	$27,360	$41,040	$33,000	$49,500	$68,320	$102,480	$100,080
- JR. HIGH	*	$14,739	$22,109	-	-	-	-	-
- SR. HIGH	*	$16,690	$25,034	-	-	-	-	-
EARLY SCHOOL YEARS	383	-	-	-	-	-	$4,739	$3,159
PARENT RESOURCE ASSISTANT	423	-	-	-	-	-	-	$7,724
ETHNIC WORKERS (C.G.C.)	370	-	-	-	-	-	$28,560	$48,881
INNER CITY PARENT INVOLVEMENT	329	-	-	-	-	$5,744	$8,616	-
INNER CITY RESEARCH	261	-	-	$3,000	$4,500	-	-	-
MIGRANCY - DIVISION WIDE	222	$27,360	$41,040	$81,940	$122,910	$85,800	$128,700	$83,800
PEER COUNSELLING (ISAAC NEWTON & R.B. RUSSELL)	391/7	-	-	-	-	-	-	-
RESEARCH ASSISTANT	248	-	-	$20,153	$30,230	$20,000	$30,000	$20,000
SPECIAL NEEDS	230	$217,963	$326,945	$129,600	$194,400	$102,480	$153,720	$250,200
VERTICAL INTEGRATED PROGRAM	003	-	-	$16,000	$24,000	-	-	-
HUGH JOHN MACDONALD CHALLENGE PROGRAM	424	-	-	-	-	-	-	$19,440
SCHOOL BASED PLANNING	430	-	-	-	-	-	-	-
LANG. DEVELOPMENT & L.A. IMPROVEMENT	466	-	-	-	-	-	-	-
ELEMENTARY COUNSELLING	457	-	-	-	-	-	-	-
ESY PROJECT MANAGER	493	-	-	-	-	-	-	-
TOTAL		$399,685	$599,528	$510,481	$862,618	$537,371	$810,260	$702,376
SCHOOL YEAR TOTAL		$999,213		$1,373,099		$1,347,631		
CALENDAR YEAR TOTAL			$1,110,009		$1,399,989		$1,512,636	

27-APRIL-89

COMPENSATORY SUPPORT PROJECTS - 1989
SPECIAL GRANTS

DIV./SCHOOL	TITLE	FILE #	AMOUNT RECOMMENDED	FUNDS RELEASED	DATE APPROVED M/D/Y	DATE RELEASED M/D/Y	REDIRECTED FUNDS
WINNIPEG #1	EDUCATION & BUSINESS PARTNERSHIP	490	$5,000	$5,000	12/19/88	12/23/88	-
WINNIPEG #1	"I LOVE TO READ" - NORQUAY	491	$650	$650	12/19/88	12/23/88	-
WINNIPEG #1	JOHN M. KING CULTURAL INTERCHANGE	489	$3,000	$3,000	12/14/88	01/04/89	-
WINNIPEG #1	NATIVE COMMUNITIES KIT - 12 INNER CITY SCHOOLS	492	$9,650	$7,000	12/20/88	03/30/89	-
WINNIPEG #1	NORQUAY HOME & SCHOOL READING PROGRAM	497	$2,500	$2,500	01/30/89	02/03/89	-
WINNIPEG #1	AFRICAN CIVILIZATION PROJECT	495	$10,000	$8,500	01/19/89	03/30/89	-
WINNIPEG #1	GREENWAY NATIVE LANGUAGE CLASSES	496	$5,500	$2,063	01/25/89	03/30/89	-
WINNIPEG #1	VICTORIA-ALBERT HOME READING	498	$2,500	$2,500	02/07/89	02/15/89	-
WINNIPEG #1	JOHN M. KING - READ WITH ME	500	$2,500	$2,500	02/21/89	03/01/89	-
ST. VITAL #6	1989 HIGH SCHOOL STUDENTS' CONFERENCE ON RACISM	6-499	$4,000	$4,000	02/22/89	03/01/89	-
TRANSCONA-SPRINGFIELD #12	MURDOCH MCKAY/TRANSCONA	12-501	$6,032	$6,032	03/10/89	03/28/89	-
ST. JAMES-ASSINIBOIA #2	JAMESWOOD BORROW-A-BOOK	2-503	$3,500	$3,500	03/20/89	04/04/89	-
ST. JAMES-ASSINIBOIA #2	BROOKLANDS BORROW-A-BOOK	2-504	$3,800	$3,800	03/20/89	04/04/89	-
ST. JAMES-ASSINIBOIA #2	STEVENSON-BRITTANIA BOOK LENDING FOR HOME READING	2-505	$3,500	$3,500	03/20/89	04/04/89	-
WINNIPEG #1	CHAMPLAIN HOME READING	506	$2,500	$2,500	03/23/89	04/27/89	-
WINNIPEG #1	PRINCIPAL SPARLING READ A BOOK AT HOME CLUB	507	$2,500	$2,500	03/23/89	04/27/89	-
WINNIPEG #1	RIVER ELM HOME READING	508	$2,500	$2,500	03/23/89	04/27/89	-
WINNIPEG #1	GREENWAY EARLY CHILDHOOD LANGUAGE DEVELOPMENT	509	$2,500	$2,500	03/23/89	04/27/89	-
WINNIPEG #1	GLENELM HOME READING	510	$2,500	$2,500	04/10/89	04/27/89	-
WINNIPEG #1	KING EDWARD HOME READING	512	$2,500	$2,500	04/14/89	04/27/89	-
RIVER EAST #9	STUDENTS AT RISK CONFERENCE	9-443	$6,000	$6,000	04/12/89	04/27/89	-
			$83,132	$75,545			

27-APRIL-89

COMPENSATORY SUPPORT PROJECTS - 1988
PILOTS

DIV./SCHOOL	TITLE	FILE #	AMOUNT RECOMMENDED	FUNDS RELEASED	DATE APPROVED M/D/Y	DATE RELEASED M/D/Y	REDIRECTED FUNDS
WINNIPEG #1	R.B. RUSSELL COOPERATIVE ACADEMIC & VOCATIONAL	422	$3,500	$3,500	01/04/88	01/21/88	
WINNIPEG #1	INNER CITY P.D. - PHASE I PLANNING	438	$5,00	$5,000	01/05/88	01/21/88	
WINNIPEG #1	PINKHAM MULTICULTURAL EARLY CHILDHOOD CLASSROOM	439	$2,900	$2,900	01/07/88	01/21/88	
TRANSCONA-SPRINGFIELD #12	REGENT PARK PARENT CHILD DROP-IN CENTRE	12-437	$3,500	$3,500	01/04/88	01/21/88	
TRANSCONA-SPRINGFIELD #12	PERSONAL SAFETY PROGRAM	12-431	$5,200	$5,200	01/01/88	01/21/88	
WINNIPEG #1	HUGH JOHN MACDONALD - POPULAR THEATRE	435	$9,000	$9,000	12/17/87	01/25/88	
WINNIPEG #1	HUGH JOHN MACDONALD - STAFF DEVELOPMENT (MULTICULTURAL)	436	$1,500	-	12/17/87	01/25/88	X
WINNIPEG #1	PRAIRIE THEATRE EXCHANGE	429	$1,800	$1,800	11/24/87	01/29/88	
WINNIPEG #1	SOCIAL STUDIES CURRICULUM ADAPTATION	394	$9,500	$5,000 $4,500	05/28/87 05/28/87	01/29/88 03/31/88	
WINNIPEG #1	CURRICULUM ADAPTATION/ L.A. FOR I/C SECONDARY	393	$10,000	$5,000 $5,000	05/28/87 05/28/87	01/29/88 03/31/88	
SEVEN OAKS #10	TEACHER TRAINING ON RACISM	10-434	$10,000	$6,000 $4,000	12/16/87 12/16/87	02/05/88 03/31/88	
WINNIPEG #1	MEET THE COMMUNITY	441	$3,550	-	02/08/88	-	X
WINNIPEG #1	ARGYLE PERFORMING ARTS PROGRAM	442	$8,000	-	02/22/88	-	X
RIVER EAST #9	STUDENTS AT RISK CONFERENCE	9-443	$4,000	$4,000	03/07/88	03/16/88	
WINNIPEG #1	ACTORS' SHOWCASE 'THE OATH' & 'NIGHT LIGHT'	446	$7,000	$7,000	03/24/88	03/31/88	
WINNIPEG #1	WILLIAM WHYTE PARENT/CHILD BOOK SHARING PROGRAM	450	$2,500	$2,500	04/07/88	04/25/88	
ST. JAMES-ASSINIBOIA #2	STEVENSON-BRITTANIA TOY LENDING LIBRARY	2-448	$3,900	$3,900	05/18/88	05/27/88	
WINNIPEG #1	MACHRAY LANGUAGE DEVEL. CREATIVE WRITING PROCESS/ BOOKMAKING CENTRE	468	$4,418	$4,418	05/13/88	05/27/88	
WINNIPEG #1	STRATHCONA HOME-SCHOOL READING PROGRAM	467	$2,500	$2,500	05/13/88	05/27/88	
ST. VITAL #6	VICTOR MAGER MULTICULTURAL LEARNING FESTIVAL	6-473	$6,090	$6,090	06/02/88	06/08/88	
WINNIPEG #1	PHASE-DOWN OF SCHOOL BASED PLANNING MODEL PROJECT	460	$5,000	$5,000	05/27/88	06/08/88	
WINNIPEG #1	R.B. RUSSELL PEER OUTREACH STAFF DEVELOPMENT PROGRAM	472	$5,500	$5,500	06/08/88	06/21/88	
WINNIPEG #1	NATIONAL INNER CITY EDUCATION CONFERENCE	476	$3,500	$3,500	07/08/88	07/13/88	

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DIV./SCHOOL	TITLE	FILE #	AMOUNT RECOMMENDED	FUNDS RELEASED	DATE APPROVED M/D/Y	DATE RELEASED M/D/Y	REDIRECTED FUNDS
WINNIPEG #1	WPG. INNER CITY CONF. 1988	477	$5,000	$5,000	07/08/88	07/13/88	
SEVEN OAKS #10	METRO GUIDANCE COUNSELLING EVALUATION	10-449	$4,000	$4,000	08/02/88	08/10/88	
WINNIPEG #1	DAVID LIVINGSTONE HOME READING PROGRAM	475	$2,500	$2,500	08/08/88	09/09/88	
WINNIPEG #1	R.B. RUSSELL SCHOOL BASED PLANNING YEAR 3	478	$6,500	$6,500	08/17/88	09/09/88	
ST. BONIFACE #4	FRONTENAC COLLABORATIVE TEACHING MODEL	4-480	$1,800	$1,800	10/13/88	11/03/88	
WINNIPEG #1	COOPERATIVE LEARNING STRATEGIES	484	$1,100	-	11/07/88	-	I
ST. VITAL #6	VICTOR MAGER - CLW SUPPORT	6-479	$8,903	$4,259	11/07/88	11/18/88	I
WINNIPEG #1	CLASSROOM CURRICULUM	482	$10,000	$10,000	11/22/88	12/01/88	
WINNIPEG #1	STUDY GROUPS TO REVIEW LIT.	482	$4,000	$4,000	11/22/88	12/01/88	
WINNIPEG #1	TEACHER SHARING	482	$6,000	$6,000	11/22/88	12/01/88	
WINNIPEG #1	CURRICULUM STRATEGIES	482	$10,000	$10,000	11/22/88	12/01/88	
RIVER EAST #9	HOME READING PROGRAM - HAMPSTEAD/PRINCESS MARGARET	9-481	$10,000	$10,000	11/22/88	12/13/88	
WINNIPEG #1	ACTORS' SHOWCASE	486	$7,600	$7,600	12/01/88	12/12/88	
WINNIPEG #1	MANITOBA PUPPET THEATRE	487	$2,500	$2,500	12/08/88	12/20/88	
			$197,761	$178,967			

WINNIPEG SCHOOL DIVISION #1

6TH YEAR PROJECTS

PAGE #	SCHOOL	PROJECT	FILE #	REQUEST
1-2	WI WABIGOONI	ALTERNATIVE PROGRAM	1-194	$48,365
1-11	DIVISION WIDE	MIGRANCY	1-222	$232,225
1-18	DIVISION WIDE	SPECIAL NEEDS	1-230	$278,190
1-21	DIVISION WIDE	ELEMENTARY COUNSELLING	1-25	$440,373

YEAR 6

WINNIPEG SCHOOL DIVISION #1

WI WABIGOONI

ALTERNATIVE PROGRAM

PR-SD1-194

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: S. Matthews
SCHOOL DIVISION: Winnipeg #1
SCHOOL: Wi Wabigooni

WI WABIGOONI ALTERNATIVE PROGRAM

DESCRIPTION OF NEED

Native elementary students from central core area schools with high inner city characteristics.

PROGRAM OBJECTIVE

To provide an affirmative off-site classroom to meet the educational needs of native students in grades 1 - 6 who have become alienated from the mainstream classroom.
To maintain a high level of parental involvement.

PROJECT DESCRIPTION

This is a small alternative satellite program for a maximum of 20 native students operating under the direction of Victoria Albert Principal. The program currently operates out of Logan House. One teacher and two aides working under the direction of this teacher provide innovative individualized educational programming to improve attendance and academic skills.

RENEWALS
PROJECTS REQUESTING 6TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

1989 Progress Report submitted.

ACTUAL COST 88/ 89

ME Contribution
Materials: $ 2,000.00
Personnel: $41,700.00
RENT: $ 4,900.00

Division Contribution
Materials:
Personnel: 2 Aide Salaries

REQUESTED BUDGET 89/ 90

ME Contribution
Materials: $ 2,000.00
Personnel: $46,365.00

Division Contribution
Materials:
Personnel: 2 Aide Salaries

TOTAL PROJECT COSTS: $48,365.00 + 2 Aides Salaries

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That Manitoba Education continue to fund this program to a maximum of $48,365.00 contingent on the Division assuming the two aides salaries. Funding includes one teacher ($46,365.00) and $2,000.00 for materials. That the Division submit a progress report by April 15, 1990 which summarizes activities that have been carried out to achieve program objectives and outlining any program changes and/or future directions.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 19, 1988

REGION: Urban

SCHOOL DIVISION: Winnipeg #1

SCHOOL: Wi Wabigooni

RENEWAL: 5th Year

NEW:

PILOT:

REQUEST: $50,300.00

PROJECT: Wi Wabigooni Alternative Program

FILE NO: PR-SD1-194

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education continue to fund this program to a maximum of $50,300.00 contingent on the Division assuming the two aides salaries. Funding includes one teacher ($43,000.00), rent ($4,900.00) and $2,000.00 for materials. That the Division submit an updated activity report and document program changes and/or future directions by April 15, 1989.

APPROVED

RECOMMENDATION: $50,300.00

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

WI WABIGOONI
VICTORIA-ALBERT SCHOOL

Budget

	September to December/1989	January to June/1990	TOTALS
1.0 Teacher	$14,998	$31,367	$46,365
Materials	800	1,200	2,000
	$15,798	$32,567	$48,365

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

COMPENSATORY SUPPORT PROGRAM
1989/1990

WI WABIGOONI
VICTORIA-ALBERT SCHOOL

Background

The Wi Wabigooni program has received compensatory funding since 1984. In May 1988, the amount of $50,300.00 was approved for the 1988/89 school year.

Program Objectives

The objective of Wi Wabigooni is to provide an alternative off-site classroom to meet the educational needs of native students in Grades 1 to 6.

The program objectives are listed as follows:

a. To provide a meaningful and safe educational experience to children.
b. To provide a safe emotional climate with the supports that enable the child to grow in the ability to cope with their environment.
c. To upgrade academic skills as appropriate on an individual basis.
d. To develop a sense of group and belonging based on the dignity of eacn child.
e. To encourage families to participate in decisions affecting their child.
f. To provide a broad social, recreational and cultural enrichment program.
g. To reinforce cultural values, dignity, and self respect.
h. To increase attendance in non-attenders through the motivation stimulated by the above objectives.
i. To prepare the children for re-entry to regular classrooms oo leaving Wi Wabigooni.

Program Requirements

In support of the Compensatory Program requirements, the following are attached:

i) An Activity Report for 1988/89. Any changes in direction of the program are noted in the Activity Report.
ii) An itemized budget for 1989/90.

Staff

Wi Wabigooni has a staff of three: one teacher and two teacher-aides. The staff all live within the inner city and are involved in the neighborhood. Thus the children and parents know the staff as members of their community.

The program has all of the resources of the Child Guidance Clinic available to it. Further, the elementary counsellor and resource teacher from Victoria-Albert School spend regular time in the program. Also involved are the art, library, physical education, nutrition, and public health staff at Victoria-Albert. Thus the children have both the consistency and regularity of a small staff working with them on an daily basis and the access to expertise in various fields as is available to every other child in the division.

Academic

The objectives of the Wi Wabigooni program emphasize that a child needs to experience academic success in order to develop the confidence to take academic risks and to grow in skills and knowledge. The curriculum of Manitoba Education and the policies of Winnipeg School Division No. 1 are followed. Language Arts and Math are emphasized. New students are assessed informally and follow reading programs and math programs set for their individual levels of accomplishment. Once the children experience success as a learner, they can make significant academic gains in short periods of time. Self-expression through verbal and written language are encouraged. The program has a strong activity base providing common experiences that stimulate language development. This is particularly effective with students whose first language is not English. Group projects in social studies challenge the children to develop group skills as they grow in general knowledge.

Emotional/Social Environment

At Wi Wabigooni, the emotional and social needs of the children are recognized and supported. Lunch is provided daily where funded. Clothing is sought for children who need it. Any programming done in Wi Wabigooni is done at no cost to the child or parent. Advocacy is done with agencies, to ensure that the child's best interests are being served. Contact is maintained with students often after they have left the program. Former students who are doing well in a variety of school placements are used as positive role models to the current students. The students of Wi Wabigooni live in a social situation that is often harsh. They have encountered the realities that accompany poverty and racism. Wi Wabigooni staff are aware of these realities and know the impact that they have on children.

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Stability

Wi Wabigooni registers students who live within the boundaries of the Winnipeg School Division No. 1. Once a child is registered in the program, he/she remains in it throughout successive family moves, until the child is ready for a regular school placement. This is of particular significance for a child whose family is highly mobile as the program provides a stable base. It also provides stability to a child facing successive changes through Child and Family Service placements.

Activities

Wi Wabigooni provides an enriched activity program; academic, recreational, cultural, and social.

Academic: Wi Wabigooni utilizes the resources of Winnipeg libraries and museums, particularly the Museum of Man and Nature and the Children's Museum, to broaden academic input.

Recreational: We Wabigooni students participate in a wide range of recreational activities, such as swimming, bowling, park visits, roller skating, horseback riding, winter and summer camps.

Cultural: All of the students work with a variety of native resource people at school. Parental involvement is high at Wi Wabigooni with the children hosting events for their parents. Wherever possible, the children are taken to events in the native community. Native materials are used and the decor of the space is native. All of these factors combine to reinforce and sustain cultural pride. The students have also learnt to pow-wow dance.

Social: A high level of group identity is built and maintained in the program. Often this circle includes former students many of whom maintain contact after leaving the program. Key celebrations are held throughout the year. Each day has time given to socializing and group play is encouraged. Children form friendships with one another, some of which have proven to be deep and lasting. Lunch is prepared and shared each day and food has a part in all of the celebrations. The bonding that occurs is of particular significance for children who previously have been isolated in their school experiences.

Family Contact

Wi Wabigooni maintains a high level of contact with families keeping them informed of their children's successes and difficulties at school. Parent visits are a key part of the entry process and no child is registered without parental involvement. Parents are also encouraged to contact the program regularly with any concerns, questions, or suggestions.

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Age Range

Students at Wi Wabigooni range in age from 7 to 12 years of age, and span a wide range of academic skills. This creates a unique environment more reiminiscent of a family than a regular classroom. Interractions among the children are cooperative, based on respect for a variety of skills and abilities.

Victoria-Albert School

Wi Wabigooni is administered through Victoria-Albert School. It functions as a classroom of the school in an off-site location. The children and staff participate in the school program, ie. gym classes, art classes, and special events. The staff attend staff meetings and other staff functions. Victoria-Albert staff work with the students both within Victoria-Albert and at Logan House. Regular meetings are held between Wi Wabigooni staff and Victoria-Albert administrators. Policies of Victoria-Albert, such as discipline policies, are followed in the Wi Wabigooni program. Report cards go home and parent-teacher events are held at the same time. The students are registered as students of Victoria-Albert School.

Future Use

The following motion was passed by the Board:

a) That the Wi Wabigooni program continue to provide a program for students who have had serious attendance difficulties in a regular school setting.

b) That the Wi Wabigooni program remain at a location outside a school setting.

c) That appropriate funds be included in the 1989-90 budget for the rental of facilities at Logan House for the 1989-90 school year for the program.

YEAR 6

WINNIPEG SCHOOL DIVISION #1

MIGRANCY

DIVISION WIDE

PR-SD1-222

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: S. Matthews
SCHOOL DIVISION: Winnipeg #1
SCHOOL: John M. King, Mulvey, Victoria Albert, William Whyte, Strathcona

DESCRIPTION OF NEED

The above schools have all the identified inner city characteristics. In addition they experience high rates of transiency.

PROGRAM OBJECTIVE

To provide supports for students and parents who move from school to school and for teachers who receive these students.

PROJECT DESCRIPTION

The migrancy teachers: 1) assess students who transfer into each school and assign the most appropriate classroom placement based on this assessment 2) establish a communication link with the previous school, 3) orient new students and their parents to the school program and 4) provide follow-up after placement to ensure appropriate programming is provided.

RENEWALS
PROJECTS REQUESTING 6TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

1989 Progress Report was submitted by each school.
The Evaluation Report to be submitted by April 15, 1990 will address:

1) Program implementation and effectiveness
2) Determining whether program should continue or explore alternate ways to meet migrant student needs
3) Attitudes of teachers, principals about the program
4) Impact of Program Facilitator position, effectiveness, clarity of role

ACTUAL COST 88/ 89

ME Contribution
Materials:
Personnel: $217,800.00

Division Contribution
Materials:
Personnel:

REQUESTED BUDGET 89/ 90

ME Contribution

Materials:
Personnel: $232,225.00

Division Contribution

Materials:
Personnel:

TOTAL PROJECT COSTS: $232,225.00

COMMENTS/CONTINGENCIES

The migrancy program continues to meet the four objectives outlined in varying degrees in each school site. The role of the migrancy teacher needs to be re-examined.

STAFF RECOMMENDATIONS

That Manitoba Education continue to fund the following for the 1989-90 school year to a maximum of $232,225.00:
1) Full time positions at John M. King, Mulvey, William Whyte and Victoria-Albert
2) .5 position at Strathcona
3) .5 position for Program Facilitator (plus 400 allowable)
That the Division submit the Evaluation by April 15, 1990 which addresses the topics to be evaluated identified in the evaluation plan submitted 1988-89.

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

MIGRANCY

Budget

	September to December/1989	January to June/1990	TOTALS
1.0 John M. King 1.0 Mulvey 0.5 Strathcona 1.0 Victoria-Albert 1.0 William Whyte 0.25 Program Facilitator 0.25 Migrancy Teacher (plus $400 allowance)	$ 74,990	$156,835	$231,825
	150	250	400
	$ 75,140	$157,085	$232,225

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 19, 1988

REGION: Urban

SCHOOL DIVISION: Winnipeg #1

SCHOOL: John M. King, Mulvey, Victoria-Albert, William Whyte, Strathcona

RENEWAL: 5th Year

NEW:

PILOT:

REQUEST: $217,800.00

PROJECT: Migrancy Program

FILE NO: PR-SD1-222

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education continue to fund the following for the 1988-89 school year to a maximum of $217,800.00:

1) full time positions at John M. King, Mulvey, William Whyte and Victoria-Albert

2) .5 position at Strathcona

3) .5 position for Program Facilitator (plus 800 allowable)

That the Division submit an updated activity report and document program changes and or future directions by April 15, 1989.

APPROVED

RECOMMENDATION: $217,800.00

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

COMPENSATORY SUPPORT PROGRAM
1989/1990

MIGRANCY

Background

The Migrancy Program has received Compensatory funding since 1984. In May of 1988, an amount of $217,800.00 was approved for the 1988/89 school year. The recommendation sheet from Manitoba Education is attached.

Program Objectives

The Migrancy Teacher Program was piloted in two schools in the Winnipeg School Division in 1978 and expanded in 1980. It was developed in response to increasing rates of student/family mobility and attempts to make the new student entry/transfer between schools as successful as possible. The specific objectives are:

i) To assess students who transfer in to each school and assign the most appropriate classroom placement based on this assessment
ii) To receive information from the sending school regarding the student as soon as possible
iii) To orient new students and their parents to the school program
iv) To follow-up new students after placement to ensure that appropriate programming is provided.

Role of Migrancy Teacher

i) Gathers information on and places incoming students through in-school assessments
ii) Provides orientation to incoming students and their families
iii) Acts as a liaison between sending schools and receiving schools
iv) Monitors the placement of incoming students; facilitates adjustment periods
v) Provides program support to the receiving teacher
vi) Coordinating home/school contacts, e.g.
   - attendance problems
   - placement changes
   - relaying information about available school resources
vii) Consulting with other members of the support team and other agencies when necessary.*

Migrancy Program Facilitator

i) Assisting with the implementation, monitoring and evaluation of the migrancy program
ii) Assisting migrancy teachers in their schools in both a consultative and a supervisory capacity
iii) Providing an active role model for migrancy teachers
iv) Assisting in the development and organization of inservice training for migrancy teachers
v) Working in a liaison capacity with other agencies, coordinators/ consultants, and other personnel in contact with the program
mi) Maintaining resource materials and a current library to support the program.

Program Requirements

In support of the Compensatory Program requirements, the following are attached:

i) Activity Reports as for 1988/89. Any changes in direction of the program are noted in the Activity Reports.
ii) An itemized budget for 1989/90.

YEAR 6

WINNIPEG SCHOOL DIVISION #1

SPECIAL NEEDS

WILLIAM WHYTE, NORQUAY, MULVEY,

JOHN M. KING, DAVID LIVINGSTONE, KING EDWARD

PR-SD1-230

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: S. Mattnews
SCHOOL DIVISION: Winnipeg #1
SCHOOL: William Whyte, Norquay Mulvey, John M. King, David Livingstone, King Edward

SPECIAL NEEDS

DESCRIPTION OF NEED

High Inner City characteristics. See Elementary Data.

PROGRAM OBJECTIVE

To provide support to students who are identified "at risk" because of their academic, social or emotional development and to assist them to successfully function in the main-stream of the school and to support the classroom teacher in meeting these special needs.

PROJECT DESCRIPTION

In most of the schools the special needs teacher is a member of a support team that also includes the resource teacher, migrancy, ELDNS, guidance counsellor and administrator. In most of the programs the special needs teacher works in the classroom as well as withdraws specific individuals and or small groups for limited periods of time.

In each school a specific program has been designed to address the needs of the identified children within the context of the general organization of the school.

RENEWALS
PROJECTS REQUESTING 6TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

1989 Progress Report was submitted by each school.

ACTUAL COST 88/ 89

ME Contribution
Materials: _____
Personnel: $260,400.00

Division Contribution
Materials: _____
Personnel: _____

REQUESTED BUDGET 89/ 90

ME Contribution

Materials: _____
Personnel: $278,190.00

Division Contribution

Materials: _____
Personnel: _____

TOTAL PROJECT COSTS: $278,190.00

COMMENTS/CONTINGENCIES

All 6 Special Needs programs are integrated programs with limited withdrawal.

STAFF RECOMMENDATIONS

That Manitoba Education continue to fund this program to a maximum of $278,190.00 for the 1989-90 school year in the following schools: Norquay, Mulvey, John M. King, King Edward, David Livingstone. That a Progress Report be submitted by each school (April 15, 1990) which includes a summary of activities carried out to achieve program objectives and outlining any program changes and/or future directions.

YEAR 6

WINNIPEG SCHOOL DIVISION #1

ELEMENTARY COUNSELLING

DIVISION WIDE

PR-SD1-250

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg #1
SCHOOL: Full Time Victoria-Albert, Norquay, David Livingstone, Dufferin, Mulvey, William Whyte, J.M. King, Wellington .5 Strathcona, Champlain, Cecil Rhodes

DESCRIPTION OF NEED

The above schools have been identified as school with high inner city characteristics (as defined by compensatory program). In addition these schools have other significant factors such as high percentage of students known to Core Area Initiative and Child and Family Services as clients, as well as students with many emotional and social needs.

PROGRAM OBJECTIVE

To provide classroom teachers and students with counselling supports that are preventative in areas relating to social, emotional, behavioural and intellectual development.

PROJECT DESCRIPTION

The School Counsellors as an integral member of a school support team will be involved in consultation and co-ordination with staff, parents and agencies. In addition, the counsellor works with individuals, small groups and total classrooms to provide developmental programs using preventative approaches, rather than exclusively crisis intervention and remediation approaches.

RENEWALS
PROJECTS REQUESTING 6TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

1989 Progress Reports submitted by 6th & 3rd year programs and Descriptive Reports submitted by Champlain, Cecil Rhodes and Wellington.

ACTUAL COST 88/ 89

ME Contribution		Division Contribution	
Materials:	$ 7,500.00	Materials:	
Personnel:	$426,300.00	Personnel:	

REQUESTED BUDGET 89/ 90

ME Contribution		Division Contribution	
Materials:		Materials:	
Personnel:	$440,373.00	Personnel:	3.5 positions

TOTAL PROJECT COSTS: $440,373.00

COMMENTS/CONTINGENCIES

In a program of almost 1/2 million there is a need for overall co-ordination and support to strengthen the program. There are 15 elementary school counselling programs in the Division.

STAFF RECOMMENDATIONS

That Manitoba Education continue to fund this program to a maximum of $440,373.00 for the following: 8 full time positions at Victoria-Albert, David Livingstone, William Whyte, Mulvey and John M. King, Norquay, Dufferin, Wellington and .5 positions at Cecil Rhodes, Champlain, Strathcona. That each program submit a progress report which includes a summary of activities that have been carried out to achieve program objectives and outlining program changes an/or future directions.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 19, 1988

REGION: Urban

SCHOOL DIVISION: Winnipeg #1

SCHOOL: Division Wide

RENEWAL: 5th Year

NEW:

PILOT:

REQUEST: $260,400.00

PROJECT: Elementary Counselling

FILE NO: PR-SD1-250

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education continue to fund this program to a maximum of $260,400.00 for the following:

1) five full time positions at Victoria-Albert, David Livingstone, William Whyte, Mulvey and John M. King

2) .5 position at Norquay and Dufferin

That the funds for John M. King and Mulvey be contingent upon receipt of the interim report.

That the Division submit an updated activity report and document program changes and/or future directions by April 15, 1989.

APPROVED

RECOMMENDATION: $260,400.00

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 20, 1988

REGION: URBAN

SCHOOL DIVISION: Winnipeg #1

SCHOOL: Champlain, Wellington, Cecil Rhodes, Strathcona, Norquay, Dufferin

RENEWAL:

NEW: X

PILOT:

REQUEST: $183,600.00

PROJECT: ELEMENTARY COUNSELLING

FILE NO: PR-SD1-457

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

Panel recommended that 3.5 positions be funded to a total of $ 151 900.00 and materials to a total of $7,500.00. The total cost of the project is $159,400.00. Positions are as follows: Wellington (1), Champlain (.5), Cecil Rhodes (.5), Norquay (.5), Dufferin (.5), Strathcona (.5). ($2,500.00 each, to be allocated for materials for Wellington, Cecil Rhodes and Champlain). Further contingencies and recommendations will be forwarded to Winnipeg #1 following the June 1988 meeting of the Adjudication Panel. Issues for discussion at the June meeting will include: 1) the evaluation requirements for the newly funded positions; 2) areas for professional development at the local school level as well as for the counsellors; 3) the coordination of the division-wide counselling program.

RECOMMENDATION: $159,400.00

APPROVED

Acct# ??? -295-010-300

Wellington - 266
Champlain - 209
Cecil Rhodes -

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

ELEMENTARY COUNSELLING

Budget

	September to December/1989	January to June/1990	TOTALS
9.5 Full-time Positions	$142,386	$297,987	$440,373
0.5 Cecil Rhodes			
0.5 Champlain			
1.0 David Livingstone			
1.0 Dufferin			
1.0 John M. King			
1.0 Mulvey			
1.0 Norquay			
0.5 Strathcona			
1.0 Victoria-Albert			
1.0 Wellington			
1.0 William Whyte			
	$142,386	$297,987	$440,373

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

COMPENSATORY SUPPORT PROGRAM
1989/1990

ELEMENTARY COUNSELLING

Background

The Elementary Counselling Program has received Compensatory Funding since 1984. In May, 1988 the amount of $444,000.00 was approved for the 1988/89 school year. The recommendation sheets from Manitoba Education are attached.

Program Objectives

The original objectives of the Elementary Counselling Program were:

i) To teach children to accept responsibility for their own behaviour
ii) To develop in children an understanding and acceptance of oneself and others
iii) To identify children with special needs related to behaviour, interpersonal relations, and learning which affect their social and educational growth
iv) To teach children how to make decisions, solve problems, communicate and relate to others
v) To teacher children how to acquire and use information which is essential to their career awarenss and development, and
vi) to assist principals, teachers, parents and students in locating and using suitable school and community resources.

Role of Elementary Counsellors

The role of the elementary school counsellors encompasses three broad functions. In the delivery of services through these functions, the elementary school counsellor's primary role is regarded as that of an advocate for the child(ren) within the adult structure of the school and community.

Counselling - The elementary school counsellor will routinely be involved in four general topics of counselling situations as he/she responds to the presenting problems/concerns, ie., social, emotional, behavioural, academic, etc.

i) developmental counselling
ii) preventative counselling
iii) facilitative counselling
iv) crisis counselling.

Counselling as stated here may occur:

i) on an individual basis to meet personal need(s)
ii) in a small group structure to meet common specific needs
iii) in a classroom setting to address specific topics - common student needs.

Consultation: The elementary school counsellor will work collaboratively with parents, school staff and community resource personnel in the sharing of information and expertise for purposes of:

i) identifying and responding to students in need of special help or services
ii) providing direction and support to special interest programs and services as this relates to the needs of the student population.

Coordination: The elementary school coordinator will work in collaboration with parents, staff and community resource personnel in organizating and implementing plans, programs, events of services such as:

i) case conferences
ii) collecting data in support of student referrals
iii) specific guidance units/models
iv) parent information/education sessions
v) orientation programs in school.

Program Requirements

In support of the Compensatory Program requirements, the following are attached:

i) An Activity Report for 1988/89. Any changes in direction of the program are noted in the Activity Report.
ii) An itemized budget for 1989/90.

THE WINNIPEG SCHOOL DIVISION NO. 1
1577 WALL STREET EAST, WINNIPEG, MANITOBA R3E 2S5
TELEPHONE (204) 775-0231

PAULINE CLARKE, M.Ed.
SUPERINTENDENT OF INNER CITY EDUCATION

April 17, 1989

Inner City Initiative
124 King Street
Winnipeg, Manitoba
R3B 1H9

Attention: Ms. Carolyn Loeppky
Acting Director

Dear Carolyn:

I am submitting the report for the Cecil Rhodes School Elementary Counselling Program, Compensatory Support Program, for inclusion in the Compensatory package from Winnipeg School Division #1. Due to its late arrival it was not included in the Compensatory package submitted to you. I trust this will meet the requirements.

Yours sincerely,

Pauline Clarke

PC:jtf

Attachments

Elementary Counselling Program

Cecil Rhodes School

The counselling program at Cecil Rhodes School has evolved considerably since its initiation in September, 1988. Program needs have been assessed, priorities have been established, and the role of the counsellor has been determined. A description of activities already initiated by counsellor and/or staff to meet program goals, and professional development activities of the counsellor are also included in this report.

a) Priorities and program needs

Program needs for the counselling program at Cecil Rhodes are priorized as follows: individual counselling, special needs small group work, and classroom programming. Individual counselling is the major priority.

b) Role of the counsellor

The main role of the elementary school counsellor at Cecil Rhodes is to facilitate positive change in students whose social and emotional dysfunctions interfere with their academic progress at school. This can be done either individually or in special needs groups. The counsellor also facilitates rapport and

understanding between students and their teachers through consultation with the teachers. Consultation of program needs is encouraged at a team level with both classroom teachers and support staff. The counsellor may also initiate classroom programming for the classroom teacher to follow through.

c) Activities initiated by counsellor and/or staff

Program assessments were carried out twice: September, 1988 and March, 1989. The September assessment was a general survey directed to all classroom teachers. The March assessment was accomplished through meetings with primary and intermediate teachers. Individual counselling and special needs groups were encouraged as both short term and long term goals. Classroom programming was seen as most beneficial at the primary level, and was encouraged as a more long term goal; however, such programming is severely limited in a half-time counselling position.

The counsellor introduced hswerself to all elementary classrooms in September. In October, she also met all intermediate students once in small

groups. Classroom programming for all primary classrooms was conducted from November through February. Possible special needs groups for both primary and intermediate students have been identified by counsellor and teachers for early spring startup. Individual counselling is ongoing and the case load is progressively increasing at both the primary and intermediate levels.

d) Professional Development activities of the counsellor

The counsellor is encouraged to develop her skills and knowledge in her field of work. This year she has attended two all-day workshops: the nature of and techniques for improving the self-esteem of students, and an educationally-oriented group treatment plan for sexually abused girls.

COMPENSATORY SUPPORT PROGRAM

ELEMENTARY COUNSELLOR

CHAMPLAIN SCHOOL

1988-89

A. PRIORITIES

The following is a list of those priorities that were identified and addressed on behalf of the students and community that make up Champlain School. It must be stated at the outset that we entered into this program intending the focus to be of a preventative and developmental nature. We believe that the initiatives that were begun and hopefully continued, will indeed allow for this focus to be realized.

1) To provide our students with the necessary supports to help them develop an understanding of self and others.

2) To help our students work towards accepting responsibility for their own behaviors; to lead a more self-directed life.

3) To help teach children to make decisions, solve problems, communicate and relate to others.

4) To assist children with coping skills; especially in crisis situations.

5) To provide for the students/parents those preventative programs which address those issues which many of our children/parents require support in, specifically, personal safety, family life, individual and/or group counselling, drug and alcohol matters, physical and/or sexual abuse counselling, referrals, etc.

6) To be a source of information to the students/parents concerning community-based resources.

7) To become involved in crisis situations as they occur.

B. ROLE OF THE COUNSELLOR AT CHAMPLAIN SCHOOL

The role of the counsellor at Champlain School has been largely determined by the staff within the defined objectives. A needs assessment was circulated in late September and followed up with an individual meeting with each classroom teacher. From those a preliminary plan was established. The needs varied from teacher to teacher, class to class, falling under the three areas of program responsibility: Counselling, Consulting, Coordinating. As individuals' understanding of the program increased, needs were re-evaluated and strategies discussed. The role through necessity has been open-minded and flexible.

Counselling

--One to one counselling (behavioural, social, emotional). Students may be referred by a teacher, parent, self, support staff.

.....?

Elementary Counsellor.

--Small group sessions (students identified as having a common concern).

--Whole class developmental/preventative programming.

--Crisis (abuse, neglect, suicide symptoms, death).

Consultation

--to act as a liaison and contact person with Child Guidance Clinic, Child and Family Services, Public Health personnel.

--to share information with classroom teachers and others involved.

--to provide support to staff in dealing with difficult situations.

--to assist in preparation of teacher delivered guidance units/topics.

--to consult with parents.

--to act as a referral agent to community resources for parents.

--to assist with parent-teacher meetings.

--to keep principal informed.

Coordination

--to act as a resource person and school liaison for special programs eg. Mini-University, camp.

--to act as a resource person for specific needs eg. winter clothing.

--to organize parent information sessions eg. Family Life.

--to organize parent education sessions.

--to maintain confidential student records.

--to be a member of special event committees when appropriate.

--to facilitate meetings of in-school support people (including the principal) to share information and to coordinate action planning.

--to access Community Resources eg. Prairie Theatre Exchange.

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C. ACTIVITIES INITIATED BY THE COUNSELLOR TO DATE

Whole Class
- Communications Unit -- grades 4, 5.
- Developing Understanding of Self and Others (D.U.S.O.) - grades 3/4.
- Pumsy -- A self Esteem Program -- grades 2/3.
- Smoking -- grades Nursery to I.
- Second Step -- A Violence Prevention Prrogram -- Primary.

Small Groups
- Separation/Divorce -- grades 4 - 6.
- Social Skills -- grades 1 - 5.

Other
- Children's Clothing Giveaway.
- Birthday Announcements
- Peer Tutors (grade 5) (Leadership Training).
- School-Based Resource Team meetings.
- Secret Friend Week for staff.
- Andrew's Tree -- Play on Loss.

D. PROFESSIONAL DEVELOPMENT ACTIVITIES OF THE COUNSELLOR

October 21, 1988 -- S.A.G.

November 9, 1988 -- Children: The Forgotten Mourners.

December 2, 1988 -- Jack Canfield. Building Self-Esteem in Children.

January 13, 1989 -- Educationally focused Support Groups for Victims of Sexual Abuse.

April 17, 1989 -- Children of Alcoholics.

E. CONCLUSION

Champlain School has been very fortunate to have had Karen Wensel to provide counselling services. Her genuine commitment to the students, staff, and community are greatly valued and respected. Her advocacy for the well-being of the children of our school is what makes her overall contribution so valuable.

The support of the Compensatory Program has been welcomed. We would encourage its continuation for the coming year at Champlain School.

Respectfully submitted,

J. Solomon

J. Solomon
Principal
Champlain School

Champlain (Half-Time Counsellor)

A large part of individual student counselling took place in September and October in that two to three times more students were counselled in those two months than at any other time. The number of groups of students counselled steadily increased from 2 in October to 10 in January and then decreased to 5 in February. The largest number of classroom counselling sessions was 12 which took place in November and January. The group counselling topics included separation/divorce and social skills. The classroom counselling topics included an introductory session in September as well as communication, PUMSY (self esteem unit) DUSO (Developing Understanding of Self and Others) and interpersonal issues. The counsellor spent the greatest amount of time in individual counselling.

The counsellor has had a number of consultations with a wide variety of independent contacts including Child Guidance Clinic personnel, Child and Family Services, Division personnel, school administration, teachers, other elementary counsellors, other school staff, the public health nurse, and other miscellaneous contacts. The largest number of consultations over time has been with teachers. There has been a large increase in the number of consultations with the Child Guidance Clinic, and Child and Family Services from September to February.

There were two home visits made to parents by the counsellor. The largest number of in-school contacts to the parents were eight in September and nine in November which was

also the month when the counsellor was involved with parent interviews. The counsellor made a total of 30 in-school contacts and 26 telephone contacts to parents. In terms of time, over 20 regular working hours was spent in consultation in September, and 10 to 11 regular working hours were spent in October, November and February. There appears to be a general increase, with the exceptions of November and December, in the number of hours spent after work in consultation.

In terms of the coordination component, there appears to be a general increase in the number of administrative activities performed by the counsellor from 4 in September to 8 in February. In addition, with the exception of February, the counsellor has spent more time after working hours performing administrative activities than during regular working hours. Some of these administrative activities include record keeping, paperwork, bulletin board displays, performing needs assessments, writing and sending letters to parents, writing newsletters, reading cum files, planning and setting goals, peer tutoring, and assisting with various other activities including Family Life, clothing giveaway, birthdays and Thanksgiving dinner.

The largest number of days spent on preparation time was in September (22) and October (19). There appeared to be little change, with the exception of December, in the number of hours spent on preparation time.

As part of the coordination component, the counsellor attended meetings with various personnel including the Support team, Child Guidance Clinic, Child and Family Services, School Staff, Resource, Elementary Counsellors, Research, Early Identification Project (EIP), Core Area, other schools, and the Police Department. The counsellor spent from three to six hours in coordination during regular working hours as well as after hours. In November, the counsellor spent twice as much time (7.75 hours) after hours than during regular working hours (3.83 hours) in coordination.

The counsellor attended one in-service each month from October to January. The in-services attended included S.A.G., Children and Loss, Self-Esteem, and Abuse. The counsellor participated in an average of two to three school activities each month. These included class coverage, outdoor duty, Open House and assisting with the Thanksgiving dinner and Christmas concert. The counsellor also spent 1.5 to 3.5 hours after work in September and December assisting with school activities.

In summary, the counsellor at Champlain was involved in individual, group, and classroom counselling with the greatest amount of time spent on individual counselling at the beginning of the school year. The largest number of consultations was held with teachers. Consultations with the Child Guidance Clinic and Child and Family Services generally increased over time. The counsellor spent the largest amount of time in consultation, particularly in September. In addition, substantial amounts of

time were spent after hours in both consultation and coordination.

Wellington (Full-Time Counsellor)

There were between 26 and 65 students counselled from September to February. The largest numbers of students were counselled in September (65) and October (40). The number of individual counselling sessions ranged from 35 to 82. The number of groups counselled seemed to be generally increasing over time and the largest number of groups (9) were counselled in January. The group counselling topics covered included self-esteem, social skills, supporting children of substance and alcohol abusing parents, making friends/keeping friends, appropriate classroom behavior, academic achievement, and cooperation and friendship.

The largest number of classroom counselling sessions were held in November (28) and January (31). The classroom counselling topics included "Talk About Touching", avareness of self, family life, drug and alcohol abuse, AIDS avareness and preparation for junior high, self-avareness-DUSO (nursery and kindergarten), put downs/teasing, appropriate classroom behavior, self-esteem, special needs, starting early (grades 4-6), and social skills development. The counsellor spent the largest amount of time on individual counselling. The counsellor was also involved with a crisis intervention in October.

A number of consultations were made with several independent contacts including Child Guidance Clinic, Child and Family Services, Division personnel, school administration, teachers, other counsellors, Manitoba Education, community liaison, Resource, Klinic, Ma Mavi Wi Chi and other miscellaneous

contacts. The largest number of consultations was held with teachers. There were 9 consultations with the Child Guidance Clinic in November. Some of the issues discussed during consultations included reviewing caseload and counsellor expectations, referrals and preparation for servicing students, yearly plan/roles vis a vis Vice Principal, gathering support and resources from Native Education, assessing student's needs and parental concerns, making student observations, assessing progress, and making student transfers.

The counsellor made 8 home visits, 14 in-school contacts with parents, 17 telephone contacts with parents, and was involved with 4 parent/teacher conferences. There seems to be a general increase in the number of in-school and telephone contacts made over time.

The counsellor has been involved in 12 administrative activities. Since November, there has been a general increase in the amount of time spent on administrative activities. Some of the administrative activities performed by the counsellor include writing reports, scheduling classes and estimating time frames for "starting early", meeting with mothers of Big Sisters for students, preparing for in-services, and meeting with teachers and other school staff regarding student placement.

Based on the three months of data available, the counsellor has spent between 18 to 21 days each month on preparation time.

An average of 6 hours each month has been spent on preparation time.

As part of the coordination component, the counsellor has held meetings with various personnel including the Support team, Child Guidance Clinic, school staff, elementary counsellors, EIP, Elementary School Council, outside committees, other schools, and in-service related. Most of the meetings have been Support team meetings with an average of two meetings per month. The largest amount of time (8.75 hours) at meetings was spent in January.

The counsellor attended 7 in-services between September and February, and presented one in October. The counsellor spent 4 days attending an in-service in November. The in-services attended included S.A.G., Family life, Self-Esteem, Developing a Sexual Abuse Support Group, Talk about Touching, and a Parent/Teacher Conference. The in-service presented involved the Challenge Group at Springfield Heights School.

The counsellor participated in 6 school activities from October to February. These included a presentation on drug abuse involving the Police Department, parent - teacher conference and administration, a field trip, as well as Remembrance Day Services, Christmas concert and party. A total of 1.5 days were spent on school activities in November.

In summary, the counsellor at Wellington spent time on all three aspects of counselling, with the most time being spent on individual student counselling. The largest number of

consultations were held with teachers and the Child Guidance Clinic. With the exception of September, there seemed to be general increases in the amount of time spent on aspects of coordination. A substantial amount of time was also spent attending in-services and participating in school activities.

DAVID LIVINGSTONE SCHOOL

March 15, 1989

ELEMENTARY COUNSELLING PROGRAM: ACTIVITY REPORT

1. Objectives

The objectives of the elementary counselling program at David Livingstone School are as follows:

- to assist our students in developing positive self esteem
- to enable them to accept responsibility for their own actions
- to work with them in development of positive interpersonal skills including such topics as socialization, communication, assertiveness, problem solving, and decision making
- to provide them with necessary information with regards to career awareness and lifestyle choices, and finally
- to assist school personnel, parents and students in locating and assessing appropriate community resources.

2. Summary of Activities

The above objectives are being met in a variety of ways including counselling, consultation, and coordination.

Counselling is accomplished through: individual (short and long term), group counselling (formal and informal). Formal counselling in small peer groups has taken place.

Topics include: development of social skills (grades 1 and 3), assertiveness-decision making (grade 4). Some family counselling has also occurred on a short-term basis.

Classroom group work includes: changes unit - moving, making friends, new baby, different types of family, family breakdown, aging and death (grade 2), classroom cooperation focussing on fights and exclusion (grade 2/3); discussion on fighting, bullying, teasing and gossiping (grade 3), and assisting teachers in the implementation of the Talking About Touching curriculum (grades 2-3).

Consultation with school personnel, C.G.C. clinicians, public health nurse, Child and Family Services workers, and other community agencies is ongoing. Much of the counsellor's time is spent providing support to teachers dealing with stressful situations, assisting in the development of action plans aimed at bringing about positive changes in students' behavior. Communication with parents around children's progress and providing support to families during times of stress is another function of the counsellor.

Coordination is an important role of the counsellor. Often the role of the counsellor is playing an advocate in order to assure that the best interests of the children are being met, especially regarding Child Welfare issues. The counsellor is also responsible for monitoring the progress of the Harshman Award

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winners who are at various junior high schools. This includes planning social functions which provide those children the opportunity to meet together as a support group. The counsellor is also part of a group attempting to establish a parent-child center at David Livingstone School.

3. Future Use/Application of the Program

A number of projects still are left to be done this year including: coordination of the Family Life curriculum, and the establishment of an orientation for our graduates who will be entering the junior high system.

4. Program Changes/Future Direction

Eventually the Family Life curriculum and Talking About Touching programs will be handled exclusively by classroom teachers. The counsellor's role will continue in the same vein with more emphasis placed on group and classroom counselling as opposed to individual work. This, hopefully, will assist in meeting the needs of a greater percentage of students. We hope to focus more on preventive services rather than on crisis work. As well, we hope to establish some sort of peer-mediation/counselling program within the near future.

Dufferin School
545 Alexander Avenue
Winnipeg, Manitoba, R3A 0P1
Telephone (204) 774-3409

Donna M. Green, B.T.
Principal

March 15, 1989.

To: Pauline Clarke, Superintendent of Inner City Education

From: Donna Green, Principal

Re: Elementary Counselling Program

Attached please find the Activity Report requested by the Manitoba Education Department.

Our elementary cousellor this year is Mrs. Mary Louise Zorniak.

It should be noted that having a full time counsellor in our school has been a great benefit.

From the counsellor's workload point of view there has been more time for:

a) Program Planning
b) Developing a better rapport with both staff and students
c) Establishing a more meaningful and cooperative working arrangement with the other members of the Support team.

From the school's point of view, I have observed:

a) More consistent and ongoing input into classrooms
b) An improved contact and follow-up with agencies such as Child & Family Services
c) More time flexibility and a quicker response to issues and/or crisis.

Mrs. Zorniak has made a good adjustment to our school. She utilizes her time well and she is very committed to her role as School Counsellor.

Activity Report - Dufferin School

Name: Elementary Counselling Program

Objective:

The counsellor's primary function in the Elementary Counselling Program is to respond to the needs of the students, thereby, essentially acting as their advocate.

The program is all encompassing in that it is intended to assist individual students with their specific personal and social difficulties as well as educational issues. The counselling services may be developmental preventative or crisis oriented.

Summary of Activities:

The implementation of the Elementary Counselling Program is being achieved by means of counselling, consultation and coordination counselling takes the form of

1) classroom presentations
2) group
3) individual sessions

Classroom counselling presentations have been mainly directed at helping students cope with their social, emotional and behavioural stages of development. Considerable emphasis has been placed on building of self-esteem, social skills, problem solving and decision making skills. Two projects which involved all the classes were

1) coping with loss and
2) Friendship Week

The Loss Program included classroom discussions, films, bibliotherapy, art work and a play presented by the Prairie Theatre Exchange.

During Friendship Week, each day had a different theme with planned activities for students and staff. On the final day, a general assembly was held as a culmination of Friendship Week. Related activities were planned with the physical education, music, art and French instructors.

Group counselling has developed in response to varying needs of the students, particularly, social skills, puberty concerns, alcohol and drug abuse and friendship issuses.

Individual counselling has been directed at resolving conflicts and emotional, social, and behavorial problems that arise from alcohol/drug abuse by parents, separation of parents, death in the family and physical and sexual abuse.

Consultation has been comprised of planning a Talking About Touching an all day inservice for shcool staff, helping teachers plan programs to address specific concerns, provide support in crisis situations and assist in identifying children in need of special help or services.

My main thrust, being my first year as a counsellor, has been to become well acquainted with the Child Guidance Clinic and Child & Family personnel as well as the school's support staff. I have also became knowledgeable about surrounding community resources such as Rossbrook House, Freight House and family - oriented centres.

Coordination has centred on planning an orientation for grade six students to Junior High, assisting with family life education and personal safety programs, planning and coordinating a career awareness program, helping to make referrals to C.G.C. and other agencies, evaluating a student's progress when several disciplines or agencies are involved as well as assisting with the planning of special events unique to the school such as the annual Christmas Dinner and Fun Day.

Future Use of the Program:

In light of my experience this year, I will continue to emphasize self-esteem building as I see this as an essential foundation block in any counselling program and extremely necessary for the students attending Dufferin. However, next year, I would like to include peer counselling, conflict resolution, an orientation program for new students as well as establish a support group for children of alcoholic parents, abused children and for children in foster care. I would also hope to be more cognizant of staff needs and be more responsive to their concerns.

JOHN M. KING SCHOOL

ELEMENTARY COUNSELLING PROGRAM

PROGRESS REPORT

MARCH/1989

OBJECTIVE OF THE PROGRAM

The broad goals and objectives of the guidance counselling program are reflected in day-to-day tasks of the guidance counsellor who could:

1) assist children in establishing and maintaining a sense of self-worth.
2) develop skills in students that deal with life situations.
3) assist students to be more effective citizens both in the school setting and in the community at large.
4) support the school staff by assisting in professional development activities, collaborating on instructional programs, observing students in the classroom, and assisting students with study habits and in the area of learning styles.
5) counsel students and mediate for them in situations of crisis or personal difficulty at school.
6) share with the school resource team support building for children who have special needs.

SUMMARY OF ACTIVITIES:

The intent of the counselling program is to support and enhance an environment within which the child feels safe and accepted, and where he/she is challenged to reach for, and attain growth both intellectually, emotionally and socially.

With that in mind, it has been the Counsellor's goal to implement a model that includes both the Preventative and Developmental role while dealing with crisis situations.

Due to the large student population, the Counsellor must collaborate with the teachers to integrate these concepts.

The Counsellor has in-serviced teachers and acquainted them with materials that help support and reinforce the counselling goals.

The general theme chosen for the year is: Self Concept - Self Esteem - Decision Making-Making Choices, and Social Skills.

In support of the above theme, the counsellor, has co-ordinated and introduced the following units in the classrooms:

1. Self Esteem/Decision Making - Grades 4-6
2. DusoKits #1 and #2 - Grades 1-3
3. Personal Safety Week - Grades N-3
4. National Drug Awareness Week - Grades 1-6
5. Family Life Week - Grades 4-6

6. Loss/Separation - Grades 3-6
7. Class Discussions (Developmental Model)
   J. Allan & J. Nairne - Grades 3, 5, 6
8. Orientation to Guidance & Counselling - Grades N-6
9. Talking About Touching, Personal Safety Curriculum - Grade 3
10. Feelings Unit - Grades K-3
11. Career Education Week - Grade 5

Those students identified as needing more individualized support and programming have been placed into groups and are met with separately.

The major and broad focus of these groups is to develop and enhance a sense of self-esteem, decision making, and social skills.

Following is a list of groups that have been co-ordinated for this purpose.

1. Babysitter Training Course
2. Social Skills Group A (Primary) - in collaboration with CGC staff.
3. Social Skills Group B (Intermediate) - in collaboration with CGC staff.
4. Exploring through art enrichment - in collaboration with John M. King Art Teacher.
5. Grade 6 Girls Group - Boys Group

6. Family Happenings - in collaboration with John M. King Special Needs Teacher.

FUTURE DIRECTIONS

The future goal of the program is to continue to develop and expand the developmental/preventative portion of the counselling program.

The crisis portion of the program is quite extensive due to the sheer size of our population. (One counsellor to approximately 785 students).

In order to meet the increasing needs of our students, we would request the consideration of an extra 1/2 time counsellor to lower the pupil/counsellor ratio. The increased staffing would allow us to strengthen and expand existing developmental/preventative programs.

Respectfully submitted,

Erika Rankl (Counsellor)

M. Patterson (Principal)

COMPENSATORY FUNDING 1988/89

ELEMENTARY COUNSELLING PROGRAM

Mulvey School

Objectives of the Elementary School Counselling Program

The school counsellor will collaborate with administration and school staff in developing a counselling program that reflects the needs and philosophy of the school in which he/she is employed. The following objectives will provide focus and direction for programming.

General Objectives

To create a counselling environment in individual, group or classroom work that is conducive to the students' growth and positive development in terms of:

1. self-awareness - exploration and clarification of thoughts, feelings, behaviour
2. understanding of self and understanding of self in relation to others - acknowledging responsibility for own behaviour.
3. recognition and ability to act upon choices that reflect positive growth and well-being.

Specific Objectives

To provide activities, programs and opportunities that encourage the development of:

1. a positive self-concept and realization of personal potential.
2. competence in social/interpersonal skills.
3. competence in life skills, i.e. problem-solving, decision-making, conflict resolution.
4. competence in self-care measures, both of a preventative and developmental nature, i.e. family life, sexual abuse prevention, substance abuse
5. goal orientation, future career plans, dreams and aspirations - self-realization.

To serve as an advocate for the child within the adult structure of the school and community.

To assist teachers and resource personnel in the identification of children with these special needs or problems which affect their social/personal/academic growth.

Elementary Counselling - 2

To identify school and community resources and to work in collaboration with these resources in the interest of the students' growth - well-being.
To encourage parental involvement through consulting with parents on child management issues and strategies and/or by facilitating parent education programs.
To serve as a resource to school staff in the use and availability of counselling programs and materials.
To serve as a consultant to teaching staff in matters relating to affective concerns, family difficulties and related behavioural problems that may be negatively affecting a student's performance in class.

Summary of Counsellor Activities

Guided by: (1) the counselling objectives stated, (2) consultation with administration, and (3) the assessed needs of the school, the counsellor's role in the school encompasses three general functions:

1. counselling
2. consulting
3. coordinating services and activities.

The affective concerns and developmental needs/issues found in the student population determine the focus of the three above mentioned.

Counselling

The term counselling knows many definitions and interpretations. Counselling refers to the process whereby a personal relationship is developed between a counsellor and another person (Dinkmeyer, 1973).
This process is designed to help students to understand and clarify their views of their present circumstances and to learn to reach self-determined goals through meaningful well-informed choices and

through resolution of problems of an emotional or interpersonal nature. (Burks & Stefler, 1979).

It is acknowledged that counselling can be classified in a number of ways (social, personal, family, academic, etc.). Resolution of concerns can be immediate or take a relatively long period of time. Further, a wide variety of techniques and strategies may be employed by the counsellor in meeting the stated objectives in accordance with his/her interests, skills and philosophical assumptions.

Notwithstanding this, it is acknowledged that elementary school counselling will routinely be involved in four broad/general types of counselling situations. These are recognized as being developmental, preventative, facilitative and crisis counselling.

Consultation

Consultation refers to the process whereby significant helpers in the client's life share information and (Dinkmeyer,1968) establish and implement action plans to promote positive growth in the student. Consultation includes the following functions:

To act as a liaison and maintain contact with C.G.C., C.A.F.S., Public Health and related agencies.

To assist in student placement decisions, i.e. meet with junior high teachers to place Grade Six students.

To initiate administrator-counsellor conferences.

To share information and relevant literature with staff re: pertinent topic areas, i.e. sexual abuse indicators.

To provide support to staff in dealing with crisis situations.

To assist in preparation and delivery of classroom guidance units.

To collect and share information with school personnel to plan for special needs students.

To consult with parents/guardians re: their child's progress when necessary or upon request by way of school or home visits.

To familiarize parents with community resources.

To participate in special discussion groups organized by school, i.e. Parent Night for Family Life Education.

Elementary Counselling-4

To provide assistance and support to other counsellors in establishing programs.
To serve as member of school support team.
To share information with classroom teachers, other support personnel, and other schools.

Coordination

Coordination refers to the process of collaborating with others to organize and implement programs, services and/or events (Munro, 1970) (13).

Coordination includes the following functions:
To set up a record keeping system re: time
To act as a resource person and school liaison re: special programs, i.e. summer camp, and aid for specific needs, i.e. clothing, hygiene kits.
Coordination of special school-wide events, i.e. Career Awareness Week.
To participate in parent information sessions or parent education sessions, i.e. S.T.E.P.
To implement a counselling needs assessment and feedback (certain givens) - formal or informal.
To assist in coordination and delivery of specific guidance units, i.e. junior high orientation, career awareness.

Future Use/Application of Program

As the concept of education evolves, there is growing recognition that education encompasses more than concern with an academic curriculum. Midwinter (1970) states that the aim of public education services is twofold:
1) to produce a citizen who will be useful in the community
2) to produce a citizen who will be a well-balanced individual.

Elementary Counsellor-5

Education in this sense is concerned with preparing students for adjustment and well-being in society. Given this, it is imperative that the education process and curriculum reflect and proactively provide for the developmental needs of the child in terms of social, emotional and academic well-being; that it responds to factors that adversely affect of interfere with the student's personal learning and development; and that it acknowledge and respond to major societal problems - child abuse, sexual assault and family violence (Knicely, 1986) that threaten the student's well-being and adjustment, through preventative programs and services. Counsellors working together with the school personnel can effectively contribute to "personalizing and humanizing the curriculum" (Dinkmeyer & Caldwell, 1970). In so doing, the counsellor brings with him/her the needed expertise re: the student's affective concerns and well-being. Assuming the role of a skilled observer, caring listener, consultant, referral agent, and - most importantly - initiator of the "human curriculum", the counsellor thus has an integral place and part in the development of a positive learning environment.

Program Changes and/or Future Directions

In schools over 350 children it would seem necessary to consider two counsellor positions.

Classroom teachers might be encouraged through inservicing to take over delivery of mandated programs such as Family Life Education.

All elementary schools would benefit from a counselling program and hopefully, the Division will move in this direction.

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NORQUAY SCHOOL
ESTABLISHED 1962
132 Lusted Street
Winnipeg, R2W 2P2
Telephone 943 - 9541

PRINCIPAL
A.H. Nickel, B.A., B.Ed.

TO: Pauline Clarke
Superintendent of Inner City Education

FROM: Al Nickel
Principal

Beverly Wahl
Counsellor

RE: **COMPENSATORY FUNDING 1988/89**
ELEMENTARY COUNSELLING ACTIVITY REPORT

The elementary counselling position at Norquay School is a full time position (.5 Compensatory funded).

The school counsellor's major task is to work with students, teachers, other support staff and parents in areas relating to social, emotional, behavioral and intellectual development.

In order to accomplish the above task the counsellor's activities include:

Counselling - individual student counselling
- group counselling
- classroom counselling

Consultation with:

1. Child Guidance Clinic Staff
2. Child & Family Services
3. Division personnel
4. Administration
5. Teachers
6. other counsellors
7. other school staff
8. parental/home contact

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Coordination:

- organizing and facilitating case conferences
- implementing needs assessments
- promoting school wide guidance related items

The coordination activities also include in-school support team meetings once per cycle, and Child Guidance Clinic team meetings once per month.

During the 1988/89 school year these activities have addressed some of the following issues and topics:

- September registrations and class orientation
- Family Week theme
- Child Protection issues (physical abuse, sexual abuse)
- Child Psychiatry (consultation & referral)
- family alcohol abuse
- Special Education placements
- fighting/aggressiveness (gr. 3)
- need for breakfast
- alternate educational needs (Wi Wabigooni)
- parent concerns
- police investigations
- spousal assault
- referrals to: Child Guidance Clinic
  Child Psychiatry, Childrens Hospital
  Ma Ma Wi Centre
  Child & Family Services
  Hope Centre
  University of Manitoba, Psychiatric Services
  Native Alcohol Centre
  Mount Carmel Clinic
  Child Protection Centre
- assisting with Christmas Concert & Christmas Breakfast
- coordinating teacher professional development on Child Sexual Abuse and Talking About Touching prevention program
- classroom guidance on the topic of self-esteem (Pre-Primary to Grade 6)
- classrom guidance re: Violence Prevention
- small group themes, eg. self esteem & confidence building, peer relationships

Future use of this program would be to continue with all of the current activities and to expand the classroom guidance activities/topics.

Changes in the program and future directions are considered continuously through the process of in-school consultation between administration, counsellor and other support staff.

The elementary school counsellor support network (ie. all elementary counsellors in W.S.D. No. 1) is also an excellent source of ongoing program evaluation, priority setting and planning for the future.

BW/sw

Victoria-Albert School

I. NAME OF PROJECT: Elementary School Counselling

II. GENERAL OBJECTIVES OF PROJECT:

1. To collaborate with administration and school staff in developing a counselling program that reflects the needs of the school and community.

2. To develop and maintain a counselling environment (where there is empathy, trust, positive regard and genuineness) in individual, group, and classroom work that fosters the student's positive development in areas such as: the awareness and understanding of self and others, and the recognition and ability to act upon choices while responsibly accepting the outcome.

III. SUMMARY OF ACTIVITIES:

There are three general functions included in the counsellor's role which require varying degrees of time:

1. counselling
2. consultation
3. coordination of services and activities

1. Counselling includes the four general areas of developmental, preventative, facilitative and crisis counselling which may occur on an individual basis, in a small group or in a classroom setting.

2. Consultation refers to the process by which the counsellor shares information and works collaboratively with administrators, teachers, parents, Child Guidance staff, Child and Family Services, and other significant people in the student's life. Consulting may take place on an individual or group basis with the objective of systematically meeting the student's needs.

3. Coordination assumes consultation and the resulting action. It involves collaborating with others to organize and implement plans, programs, services and/or events. These efforts may impact individual student, groups of students and/or the whole student population.

It should be noted that the above general objectives and activities follow closely to the Winnipeg No. 1 counselling program outline.

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IV.6

V. FUTURE USE, CHANGES AND DIRECTION OF PROGRAM:

It is suggested that the objectives and role of the counsellor remain as they are, broadly guided by school division policy while given the freedom and flexibility to adapt to the needs of the school as determined by the counsellor, administrators, teachers and parents.

William Whyte Community School

200 Powers Street, Winnipeg, Manitoba, R2W 4P3
Phone 589-4313

G.J. Lloyd, B.A., B.Ed.
Principal

DATE: March 20, 1989

TO: P.E. Clarke
Superintendent of Inner City Education

FROM: G.J. Lloyd, Principal
William Whyte School

RE: COMPENSATORY FUNDED PROJECT - Elementary Counselling Program
Activity Report

NAME OF PROJECT - Elementary Counselling Program

OBJECTIVE OF THE PROJECT:

- teach children to accept responsibility for their own behaviour
- develop in children an understanding and acceptance of one's self and others
- teach children how to make decisions, solve problems, communicate and relate to others
- identify children with special needs related to behaviour, interpersonal relations, social and educational growth
- teach children how to acquire and use information which is essential to their career awareness and development
- assis : principal, teachers, parents and students in locating and using suitable school and community resources

SUMMARY OF ACTIVITIES:

September/October - classroom discusions
- role of the counsellor
- Grade 5/6 sexual abuse

PAGE 2
P.E. CLARKE
COMPENSATORY FUNDED PROJECT

SUMMARY OF ACTIVITIES (con't)

November/December - alcohol unit - Grades 1 to 6
- organized a staff workshop re: alcohol
- counselled children in groups about alcohol

December
- much grief/loss work around suicide
- attended grief workshop

January
- co-ordinated a Talking About Touching staff workshop and an evening for parents
- taught a Feelings/Alcohol unit to Nursery/Kindergarten

February
- continued to teach alcohol unit
- continued individual and group counselling

March
- help organize and obtain resources for Family Life
- put together and present a parent evening workshop for Family Life
- teach one Grade 5 class FLE March/April
- help organize Grade 6 visits for Grade 7 schools
- teach alcohol/smoking unit to Grade 1

April
- teach alcohol/feelings to Preprimary
- teach aggression/impulse control to Grade 1
- complete Grade 5 Family Life

May
- smoking unit to intermediate classes

Ongoing through the year:

a) individual and group counselling
b) support and crisis work
c) anger/behaviour management
d) meetings with support staff, teachers, C.G.C., Child and Family Services and parents
e) ordering and picking up films and materials
f) phone calls to and from Child and Family Services and writing up of abuse reports
g) home visits with our native aide and school social work

PROGRAM CHANGES:

There are no changes necessary in the role of counsellor at this time.

There is the need for the counsellor to set priorities as it is impossible to satisfy the daily demands for her time.

WINNIPEG SCHOOL DIVISION #1

5TH YEAR PROJECTS

PAGE #	SCHOOL	PROJECT	FILE #	REQUEST
2-67	ABERDEEN	MIGRANCY	1-182	$48,902
2-72	PRINCIPAL SPARLING	LANGUAGE DEVELOPMENT	1-014	$16,071
2-84	KING EDWARD	LANGUAGE DEVELOPMENT	1-200	$30,150
2-95	STRATHCONA	COMMUNITY TEACHER AIDES	1-206	$28,950
2-104	GREENWAY	LANGUAGE DEVELOPMENT	1-214	$12,530

YEAR 5

WINNIPEG SCHOOL DIVISON #1

ABERDEEN SCHOOL

MIGRANCY PROGRAM

PR-SD1-182

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Carolyn Loeppky
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Aberdeen

DESCRIPTION OF NEED

Aberdeen School has students in grades 7-9. The majority (approximately 95%) of students are of aboriginal background. The school is designated as one of the highest need inner city schools. The migrancy rate to date for the school term 88-89 is 96%.

PROGRAM OBJECTIVE

The objectives of the Migrancy Program at Aberdeen School are to:
1) identify appropriate programs for new students;
2) provide assessments for new students;
3) provide academic and social support during the initial enrollment period;
4) to develop and implement a student orientation package.

PROJECT DESCRIPTION

The program employs a full time teacher who is responsible for all of the functions of the Migrancy Program. Responsibilities include:
1) registration support for new students;
2) a particular focus on students new to the city;
3) the collection of background information needed for appropriate placement of students;
4) the provision of intensive support to the new students, particularly in their first two to three weeks of schooling;
5) monitor the attendance and adjustment of new students for their first term;
6) transfer responsibility for specific students to the teams at weekly team meetings;
7) ensure that the testing required is done and the information passed on to the staff involved with the student;
8) work closely with the resource teacher to: a) identify appropriate programs for new students; b) cooperate on testing or clinic referrals; and c) provide backup materials and supports to high need students during initial adjustment period;
9) coordinate the information from the various agencies involved with the students;

(continued on attached)

RENEWALS
PROJECTS REQUESTING 5TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

This program was evaluated in 1987 and recommendations for the program were implemented in the school year 1987-88. During 1988-89 all recommendations continued to be implemented, and the program has now established itself as an integral part of the school.

ACTUAL COST 88/89

ME Contribution
Materials: _____
Personnel: $45,800.00

Division Contribution
Materials: _____
Personnel: 0

REQUESTED BUDGET 89/90

ME Contribution

Materials: _____
Personnel: $48,902.00

Division Contribution

Materials: _____
Personnel: 0

TOTAL PROJECT COSTS: $48,902.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That Manitoba Education fund the teacher position to a maximum of $48,902.00 for the school term 1989-90. That an activity report be submitted by April 12, 1990.

ABERDEEN SCHOOL
Migrancy Program

PROJECT DESCRIPTION (continued from previous page)

10) develop and conduct an extensive school orientation program for transfer-ins;

11) work with the administrative support team for grade six orientations;

12) collect pertinent information on any student transferring out;

13) act as a liaison with Argyle, R.B. Russell, Tec Voc and St. John's for the purpose of doing follow-up on the grade nine graduates;

14) to continue to collect data on the students who have graduated.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 19, 1988

REGION: Urban

SCHOOL DIVISION: Winnipeg #1

SCHOOL: Aberdeen

RENEWAL: 4th Year

NEW:

PILOT:

REQUEST: $45,800.00

PROJECT: Migrancy Program

FILE NO: PR-SD1-182

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund the teacher position to a maximum of $45,800.00. That a progress report be submitted by April 15, 1989.

APPROVED

RECOMMENDATION: $45,800.00

YEAR 5

WINNIPEG SCHOOL DIVISION #1

PRINCIPAL SPARLING SCHOOL

LANGUAGE DEVELOPMENT PROGRAM

PR-SD1-014

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Erika Kreis
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Principal Sparling

LANGUAGE DEVELOPMENT PROGRAM

DESCRIPTION OF NEED

Average Income	$11,437.00
Mobility	26.4%
Single Parent	18.8%

PROGRAM OBJECTIVE

To provide intensive, individual English language programming for identified Nursery, Kindergarten and Special Needs children.
To plan, develop, implement and monitor the program as a team consisting of the principal, classroom teachers, resource teacher, withdrawal teacher, Child Guidance Clinic support personnel, ethnic aides and recruited volunteers.
To provide professional development that will enrich and expand the team's knowledge in the area of language development. (see attached)

PROJECT DESCRIPTION

Students are identified through E.I.P. results, classroom/resource teacher referral and C.G.C. recommendation.
Students are screened through use of formal tests to provide baseline data against which progress can be evaluated.
Students are paired with ethnic aides/volunteers who will provide individualized language programming according to students' needs under Resource Teacher and C.G.C. supervision.
Ongoing professional development is provided for aides and volunteers who are implementing the program.

RENEWALS
PROJECTS REQUESTING 5TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

A progress report is attached.

The Early School Years approach was contrasted to this model. The contrast was very limited in scope because there was only one student outcome measure (T.O.L.D.) that was used in all projects. The results indicate that Greenway and Principal Sparling students had the greatest rate of change. The evaluator states that classroom and session observations and surveys and interviews of school staff should occur and be considered.

ACTUAL COST 88 / 89

ME Contribution
Materials: $ 1,000.00
Personnel: $12,900.00 + $600.00 (P.D.)

Division Contribution
Materials:
Personnel:

REQUESTED BUDGET 89 / 90

ME Contribution

Materials: $1,000.00
Personnel: $14,471.00 + $600.00 (P.D.)

Division Contribution

Materials:
Personnel:

TOTAL PROJECT COSTS: $16,071.00

COMMENTS/CONTINGENCIES

This has been a stable program. Both aides are in their fifth year in the program.

STAFF RECOMMENDATIONS

That Manitoba Education fund this program to a maximum of $16,071.00 ($14,471.00 for two .5 aides, $600.00 for professional development, and $1,000.00 for materials). That a progress report be submitted by April 15, 1990 documenting:

1) changes to the program
2) activities carried out to implement changes
3) activities carried out to achieve program objectives

PRINCIPAL SPARLING SCHOOL
Language Development Program

PROGRAM OBJECTIVE

To provide a library of books, magazines, games etc. which will be available for all parents to extend their insights into parenting skills as related to language development.

Manitoba

Education | Inner City Initiatives | 124 King Street, Winnipeg, Manitoba, CANADA R3B 1H9

DATE: May 20, 1988

REGION: URBAN

SCHOOL DIVISION: Winnipeg #1.

SCHOOL: Principal Sparling

RENEWAL: X

NEW:

PILOT:

REQUEST: $14,500.00

PROJECT: LANGUAGE DEVELOPMENT PROGRAM

FILE NO: PR-SD1-14

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund to a maximum of $14,500.00 for two .5 ethnic aides (salaries - $12,900.00; materials - $1,000.00; professional development activities - $600.00). Funding contingent upon the Division providing the results of the Principal Sparling approach being analyzed and contrasted with the Early School Years approach to determine the most effective language intervention model. A final progress report to be submitted by April 15, 1989.

APPROVED

RECOMMENDATION: $14,500.00

COMPENSATORY PROGRAM

Language Development Program Update
And Proposal for Continued Funding
1989-90

Submitted on Behalf of Principal
Sparling School by:

Orysia Velychko
Principal

Mildred Bjarnason
Resource Teacher

TABLE OF CONTENTS

Outline of Language Development Program
(March 15 submission)

- Program Goals and Specific Student Goals — Page 1
- School Team and Their Role — Pages 1, 2
- Program Delivery — Page 2
- Program Specifics — Pages 2, 3

Program Implementation - Aides Component — Page 3

Professional Development Activities — Pages 3, 4

Budget — Page 5

Summary Report — Page 6

LANGUAGE DEVELOPMENT PROGRAM

1. Program Goals and Specific Student Goals

- identify students with limited language skills.
- develop sequenced program to promote language development.
- to give students a variety of experience to develop language.
- to monitor the program team.
- to provide a home visit to explain goals and objectives.
- to suggest strategies for language development.
- to provide professional development for the team in areas of language development.
- to provide a library of books and magazines, etc. to extend parenting skills.

2. School Team and Their Role

1. Principal:
   - responsible for accountability of funds for program.
   - encourage and support resource personnel in the implementing of program.

2. Classroom Teachers:
   - identify students.
   - ensure carryover of skills/concepts learned.
   - incorporate materials into classroom.
   - provide feedback to resource team.

3. Resource Team & Resource Withdrawal Teacher:
   - identify students.
   - baseline data collection and group of students according to skill needs.
   - ongoing communication - re: program and student's progress.
   - co-ordination of program.
   - ensuring ongoing professional development and training of aides and volunteers.
   - to provide information to parents.

4. Indigenous Aides: Filipino Aide = ½ time, Portuguese Aide = ½ time
   - assist in native language assessment.
   - provide direct service to identified students.
   - act as liason with parents by explaining goals and objectives of program and specifics re: individual children.
   - participate in professional development program.
   - maintain inventory of materials.
   - set up detailed record-keeping for each child.
   - provide a written summary following each session.

5. Volunteer Co-ordinator:
   - recruit volunteers.
   - provide information re: scheduling to school.
   - provide volunteers with information re: training sessions.

6. Volunteers - Active Volunteers, Students
   - provide direct service to students
   - work with students to foster vocabulary.

7. Child Guidance Clinic:
   - provide professional development training for aides/ volunteers/school team.
   - provides consultation and assessment re: "at risk" students.

8. Consultant:
   - offers expertise whenever needed.

3. Who Delivers Service to Students?

- directly - indigenous aides.
- volunteers.
- resource teacher
- C.G.C. speech and hearing contact.

4. Where Does This Occur?

- in the resource room.
- in three locations in the basement halls.
- in the classroom.

5. How Frequent?

- teacher aides - 15 hours per week.
- volunteers - 12 volunteers give ½ day per week = 142½ hours - e.g. September to end of November (1988).

6. What Training Have Aides or Volunteers Received?

- three half-day inservice sessions in October and November at Greenway School put on by C.G.C. personnel/speech and hearing and psychology.
- selected inservices in the division have been attended.
- ongoing resource/aide discussions re: concerns.

7. & 8. What Students Receive Service/How Are Students Selected?

- most needy, often second language children.
- Banksom test scores are 35% or lower.
- Boehm test shows many missing concepts.

9. Specific Program Activities (sessions)

- themes are used for development of receptive and expressive language.
- Boehm materials are used to develop basic concepts.
- talk and play are used to develop basic concepts.
- story reading is used to develop listening and vocabulary concepts.

10. Record Keeping

- daily records are kept.
- concept worked with is recorded.
- materials used are recorded (books and games).
- comments re: session are noted.
- concepts are sequentially taught as to order of difficulty - number of sessions needed for each concept are recorded.
- theme book is used.

Program Implementation - Aide Component

We have two Indigenous Aides at Principal Sparling: one Filipino Aide - ½ time and one Portuguese Aide - ½ time. Each fall they screen Kindergarten and Nursery children with the Boehm Test of Basic Concepts to provide baseline data against which progress can be evaluated. At the same time, the Special Needs Withdrawal teacher administers the Bankson test to all Kindergarten and Grade 1 students. Using test results they prepare an individual developmentally sequenced program for each identified student. Students are then paired with the Indigenous Aides according to nationality, if applicable (Portuguese or Filipino) and other support persons who provide language experiences according to students' needs. The Resource Teacher acts as co-ordinator of the program.

There is a specific interaction between the child and the aide/ volunteer in the delivery of the Language Development Program. The format of each session includes the following:

1. Development of receptive and expressive vocabulary around themes.

2. Development of basic concepts utilizing Boehm materials.

3. Development of receptive skills such as listening, vocabulary concepts through story reading.

During the year the aides periodically re-evaluate the students' progress against baseline data and ongoing consultation with teachers and resource teacher takes place re: student progress, program recommendations and ongoing concerns.

The above necessitates ongoing professional development for aides (and volunteers) who are implementing the program. This is co-ordinated by the Resource Teacher.

Professional Development Activities

An ongoing program of professional development has been initiated to extend and develop skills of aides responsible for individual programming.

Times: 9:00-9:30 A.M./1:00-1:30 P.M. - Days 2,4,6 - ongoing consultation by the Resource Teacher for aides and volunteers.

Date	Topic	Presenter
13/10/88	Background on Child Development	Kathy Gerylo - C.G.C. Speech & Hearing Clinician Carol Lundman - Resource Teacher Greenway School
20/10/88	Basic Tools to Teach	Kathy Gerylo - C.G.C. Speech & Hearing Clinician

03/11/88	Child Behaviour	Glen Allard - C.G.C. Psychologist
27/01/89	Parents, Teachers and Children Learning Together - a conference for teachers, parents and children sponsored by the Winnipeg School Division No. 1	
	9:15-11:45 A.M. - Multiculturalism in Early Childhood	Kathy Deardon - James Nisbet School Darlene Robert - O.V. Jewitt
	1:15-3:30 P.M. - The Road to Oracy and Literacy	Ron Enns - Wolseley School
16/02/89	New Materials for Language Development	Mildred Bjarnason - Resource, Principal Sparling School
13/03/89	Materials Inventory Updated	Clarita Abrenica - Aide Manuela Camara - Aide
16/03/89	Helping Children Talk	Kathy Gerylo - C.G.C. Speech and Hearing Clinician

SUMMARY REPORT

The Language Development Program is successful in meeting the originally stated goals.

1. A specific developmentally sequenced program is now in place to address the language needs of children identified by the Early Identification Program who have limited language skills.

2. Students have been provided with regular opportunities to develop and strengthen their receptive and expressive language skills by activities which involve the students in a variety of experiences.

3. Classroom teachers are supportive of the program as they can see the ongoing development of their children's self-confidence and self-esteem. Classroom teachers are cognisant of the improvement in the areas of receptive and expressive language.

4. The Language Development materials are well utilized by both the school team and classroom teachers, who incorporate the materials, ideas and ongoing strategies.

5. The school team discusses progress of students, materials and concerns on an ongoing basis. The team includes the Principal, classroom teachers, resource teacher, resource withdrawal teacher, C.G.C. support personnel (S & G), indigenous aides and recruited volunteers.

6. The home visit for Nursery and Kindergarten children in the program to explain the goals and objectives of the Language Development program and the specifics of the child's language needs and to suggest strategies for language development was not seen to this Fall as the program initially was overwhelming for the new resource teacher involved. Instead, a letter communication was made to explain the former and also was used to encourage parents to contact the school to make arrangements to acquire information. Several parents did contact and follow-up seemed satisfactory to those parents. Now that an understanding of the program has been achieved, attendance to this component of the program will be reconsidered and acted upon in the Fall of 1989.

7. Professional Development was provided that enriched and expanded the teams' knowledge in the area of language development.

8. A bulletin board has been maintained with articles that would give parents insight into parenting skills as related to language development. Other articles increase their awareness of current trends in education. Books, magazines and games are also available for parents to extend their insights into parenting skills as related to language development.

9. The periodic re-evaluation of students' progress against baseline data and ongoing consultation with teachers re: student progress/program recommendations/ongoing concerns gives very positive feedback to all members of the Language Development Team as the measurable growth is substantial and the children more self-confident.

YEAR 5

WINNIPEG SCHOOL DIVISION #1

KING EDWARD SCHOOL

LANGUAGE DEVELOPMENT PROGRAM

PR-SD1-200

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Erika Kreis
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: King Edward

LANGUAGE DEVELOPMENT PROGRAM

DESCRIPTION OF NEED

Average Income	$8,238.00
Migrancy	58.9%
Single Parent	43.5%

PROGRAM OBJECTIVE

To provide an enriched pre-school experience which focuses on language development.
To facilitate the use of language by the children in the classroom.

PROJECT DESCRIPTION

*To enrich the classroom environment by providing two language development aides in the Nursery and Kindergarten classrooms who work under the direction of classroom teachers;
*Language Development Aides :
- assist in developing classroom materials which foster language development;
- use centres to encourage communication between adult and students and students and students;
- record and appraise children's language;
- reinforce language usage and skills throughout the school day.

RENEWALS
PROJECTS REQUESTING 5TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

The responses to the May 1988 Panel contingencies are as follows:

1) The ESY approach was contrasted to this model. The contrast was very limited in scope because there was only one student outcome measure (T.O.L.D.) that was used in all projects. King Edward students made similar rates of progress.
2) The ESY Project Manager has organized the 10 session training program for the aides and provides monthly support to the teachers and the principal.

See attached letter from the principal.

ACTUAL COST 88/ 89

ME Contribution
Materials: $1,000.00
Personnel: $25,800.00 + $200.00 (P.D.)

Division Contribution
Materials:
Personnel:

REQUESTED BUDGET 89/ 90

ME Contribution
Materials: $1,000.00
Personnel: $28,950.00 + $200.00 (P.D.)

Division Contribution
Materials:
Personnel:

TOTAL PROJECT COSTS: $30,150.00

COMMENTS/CONTINGENCIES

The principal has been very involved in ensuring the training program is followed up in the classroom and that their activities are monitored in the classroom.

STAFF RECOMMENDATIONS

That Manitoba Education fund this program to a maximum of $30,150.00 ($25,800.00 for 2 full-time aides, $1,000.00 for materials, and $200.00 for professional development). That a progress report be submitted by April 15, 1990 documenting:
1) changes to the program
2) activities carried out to implement changes
3) activities carried out to achieve program objectives

Manitoba

2-87

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 20, 1988

REGION: URBAN

SCHOOL DIVISION: Winnipeg #1

SCHOOL: King Edward

RENEWAL: X

NEW:

PILOT:

REQUEST: $27,000.00

PROJECT: LANGUAGE DEVELOPMENT PROGRAM

FILE NO: PR-SD1-200

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund two full-time aides to a maximum of $27,000.00 (salaries - $12,900.00 each; materials - $1,000.00; professional development activities - $200.00) for the school year 1988-89. Funding contingent upon:

1) The Division providing the results of the King Edward approach being analyzed and contrasted with the Early School Years approach to determine the most effective language intervention models;

2) The provision of direct consultative support in order to strengthen the professional development component of the program.

That a progress report be submitted by April 15, 1989. The report to include a detailed description of the training program implementation in 1988-89.

APPROVED

RECOMMENDATION: $27,000.00

LANGUAGE DEVELOPMENT PROGRAM

PROGRESS REPORT - 1989

KING EDWARD COMMUNITY SCHOOL

KING EDWARD COMMUNITY SCHOOL
EARLY YEARS LANGUAGE DEVELOPMENT PROJECT

The projects' objective has been to enha... the level of language skills and to provide early intervention in children's language usage.

This year the program concentrated on planning between the teachers and the aides as well as the continued training of the aides through the Project Manager. The teachers had some difficulty in understanding the extent of the process needed in planning with their aides to achieve maximum effectiveness of aides time in dealing with the children. There were still some assumptions being made by the teaching staff as to the prior training of the aides; and the teacher's role in planning. The teachers still find it difficult (not being able to attend Lead teacher meetings) to keep up with all developments.

However several steps were taken to remedy the above:

1. The Project Manager now supplies monthly support by meeting with the teachers and the Principal. In these meetings she outlines the latest developments, has supplied a comprehensive working plan for teacher-aide planning and encourages questions from the teachers. She is also prepared to discuss direction for the teachers in terms of their own program in relation to the Early School Years Project.

2. The school has developed a weekly planning form that is filled in as result of regular planning meetings between the aides and teachers. This form serves as a guide to planning and is submitted to the Principal.
3. Minutes of lead teacher and aide meetings are now regularly supplied to our teachers.
4. It appears that one teacher is desirous of a change from the program and this should result in further positive changes.

The training of the aides is continuing successfully as reported to me by both K. Dawson and K. Seiler. The aides attend all sessions and carry out all instructions. These are monitored by Principal, teachers and Program Manager.

This project has admittedly had its "ups and downs" but I believe with monitoring and attention given to various areas it will continue to be of benefit to our very needy Nursery and Kindergarten children. The teachers and aides in this program have been instrumental in developing a series of Parent Workshops dealing with parenting skills and activities for "Early Childhood" children as a result Early School Years Project Participation. The Nursery teacher is submitting a Home Reading Program proposed to further provide service in the early intervention model.

It is hoped that this project can continue. The school will continue to monitor on a continual basis and to work cooperatively with the Project Manager.

Submitted by:

B. Berger
Principal

PARENT & CHILD WORKSHOP

2-90

at KING EDWARD SCHOOL

WEDNESDAY, MARCH 15, 1989

AT 5:30 PM

IN THE NUTRITION ROOM

FOR PARENTS WITH CHILDREN IN NURSERY, KINDERGARTEN, AND GRADE ONE

TOPIC: "HOW YOUNG CHILDREN LEARN THROUGH PLAY"

FACILITATOR: KATIE DAWSON, EARLY CHILDHOOD CONSULTANT
WINNIPEG SCHOOL DIVISION #1

5:30 - POT LUCK SUPPER

6:15 - WORKSHOP - CHILDREN AND PARENTS TAKE PART IN THE ACTIVITIES

(BABYSITTING IS AVAILABLE)

FOR MORE INFORMATION PLEASE CONTACT MARGARET 586-8381

PLEASE COME OUT AND PARTICIPATE!!

----------TEAR OFF AND RETURN TO THE SCHOOL----------

REGISTRATION FOR PARENT WORKSHOP, MARCH 15TH

NAME OF PARENT_____

NUMBER OF CHILDREN_____

PHONE NUMBER_____

King Edward Community School

'2-91

Parent and Child Workshop

When: 5:30 p.m. Wed. March 15th
- 1:30 p.m.

Where: Nutrition Room

What: 5:30pm. Pot Luck Supper
- bring whatever your children like to eat

6:15p.m. Play with your children at a choice of activity centres. For example: playdough making, wood construction, cooking

Why: for fun, for enriching the language of your children, for help in seeing the connection between these activities and beginning reading and writing

Who: 1. Parents, grandparents, uncles, aunts, cousins and your children
2. Early Childhood teachers from King Edward; Margaret Platte (C.E.D.A.)
3. Kati Dawson - Early Childhood Consultant

March 17, 1989.

PARENT WORKSHOP COMMITTEE

These are our "hands-on" activities of Wed March 14

Cup Cooking - Corinne Dawley (invited by Katie Dawson)

Finger painting - Shannon Baird with Pudding

Dying Easter Eggs - Lynne Currie

Uncooked Playdough - Cathy Willows

Junk Modelling - Faye Hazen

Carpentry - Ron Chopek

Classification + Patterning - Linda Canturisse with Household Items

Please prepare an experience chart to hang at your activity. Include objective process and other pertinent info.

Also, please prepare a hand-out (1 page) for parent to take home.

I'll go shopping for any ingredients we need so let me know before Wed at 1:00 PM. I'll also get the coffee + milk for supper.

Lynne.

KING EDWARD SCHOOL
EARLY SCHOOL YEARS PROJECT
WEEKLY PLANNING FORM

☐ NURSERY ☐ KINDERGARTEN

Date: _____ Aide: _____

1. Review of last weeks activities.

_____

_____

_____

_____

_____

_____

_____

_____

2. Plans for next weekly period.

Dates: _____ to _____

List directions for Early School Years aide.

_____

_____

_____

_____

_____

3. List groups of students getting special attention for this period.

Student: Activity:

_____

_____

_____

_____

4. Teacher Aide comments:

_____

_____

_____

_____

_____

_____

☐ Principal

KING EDWARD SCHOOL
EARLY SCHOOL YEARS PROJECT
TEACHER PROGRAM REPORT

YEAR: _____ Nov. 15 _____ March 15 _____ May 15 _____

1. List language development activities carried out todate as per E.S.Y. objectives.

2. List teacher aide activities to date:

3. General comments re program progress.

YEAR 5

WINNIPEG SCHOOL DIVISION #1

STRATHCONA SCHOOL

COMMUNITY TEACHER AIDES

PR-SD1-206

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Erika Kreis
SCHOOL DIVISION: Winnipeg #1
SCHOOL: Strathcona

COMMUNITY TEACHER AIDES

DESCRIPTION OF NEED

Strathcona is a priority school for Inner City Initiative resource allocation.

Average Income	$8,270.00
Migrancy	73%
Single Parent	49.4%

PROGRAM OBJECTIVE

1. Provide additional support to work with children in a classroom setting.
2. Provide additional support in fostering greater parental involvement in the education of their children and in their community.

PROJECT DESCRIPTION

a) Attendance: the focus of this part of the program is to make calls to habitually tardy students and to check on absentees to locate their whereabouts and to verify reasons for absence.

b) Classrooms: the focus of this part of the program is to provide assistance to teachers in the area of language development and writing. Additionally, assistance can be provided to teachers for field trips.

c) Parent/Child Centre: the focus of this part of the program is on out-reach. They encourage families to keep coming, assist with special programs, keep in contact with community resources, facilitate the development of community networks, introduce people to other people, share information, and assist parents with a helping hand.

d) Housing Registry: the focus is to update, monthly, the housing registry in the school.

RENEWALS
PROJECTS REQUESTING 5TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

Contingencies from the May 1988 Panel meeting were met and reviewed in November 1988. Funding was extended to June 1989.

An Activity Report for 1988/89 is attached.

ACTUAL COST 88/89

ME Contribution
Materials: _____
Personnel: $24,800.00 + $500.00 (P.D.)

Division Contribution
Materials: _____
Personnel: _____

REQUESTED BUDGET 89/90

ME Contribution
Materials: _____
Personnel: $28,950.00

Division Contribution
Materials: _____
Personnel: _____

TOTAL PROJECT COSTS: $28,950.00

COMMENTS/CONTINGENCIES

Attendance has improved significantly since this program started. The training component reflects the importance of the outreach component of the program. Training for the classroom component was minimal. In addition to the Community Teacher aides, Strathcona has two instructional aides and a Kindergarten language aide who also provide support to classroom teachers.

STAFF RECOMMENDATIONS

That Manitoba Education fund this program to a maximum of $14,725.00 ($14,475.00 for one full-time aide & $250.00 for P.D.) to operate an attendance call-back program, update the housing registry and provide outreach for the Parent/Child Centre. That a progress report be submitted by April 15, 1990 documenting:

1) changes to the program
2) activities carried out to implement changes
3) activities carried out to achieve program objectives

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

2-98

DATE: May 20, 1988

REGION: URBAN

SCHOOL DIVISION: Winnipeg #1

SCHOOL: Strathcona

RENEWAL: X

NEW:

PILOT:

REQUEST: $25,800.00

PROJECT: STRATHCONA COMMUNITY TEACHER AIDES

FILE NO: PR-SD1-206

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund two full-time aide positions to a maximum of $10,120.00 (salaries - $9,920.00; professional development activities - $200.00) for the months of September to December, 1988. Funding contingent upon a more detailed focus to the program being developed in collaboration with Manitoba Education staff by June 30, 1988. Further funding to a maximum of $15,180.00 (salaries - $14,880.00; professional development activities - $300.00) for January to June, 1989 is contingent upon the Adjudication Panel's review of:

1) The organization and management of the program;

2) The removal of duties not related to the job description (i.e. patrol supervision and playground supervision);

3) The continued planning of professional development and training opportunities that reflect the job description. That a report responding to the contingencies of the Panel be submitted by October 31, 1988 for the Fall Panel meeting.

RECOMMENDATION: $ 25,300.00

APPROVED

COMMUNITY AIDES: PROFESSIONAL DEVELOPMENT ACTIVITIES

Teacher's Aide Workshop - "Classroom Behaviour & Management"

Talking About Touching

Set up display at Polo Park for two days

Did outreach in each Parent/Child Centre area for one week each centre

Outreach Workers Network Meetings

First Aid

A.I.D.S. Conference at Administration Building

Sexual Abuse

Evolve - Domestic Violence

Villa Rosa

Community Dispute Centre

National Family Week at Fort Garry

Communications Skills Workshop

Parent/Child Centre Outreach meetings every month

Drug, Alcohol Use & Abuse Workshop

Problem Solving? Workshop 2 series

Diagnostic Centre

Mount Carmel Clinic

Northend Women's Centre Open House

S.A.C.O.M. What are we? Who are we?

First Aid for young children

Open House Isabel Parent/Child Centre

Conflict Resolution

Assertiveness, Passive & Aggressive Workshop

Computer Course Level 2

Parent Planning Workshop

Poster Writing Workshop C.U.S.O.

Letter writing workshop

Attendance Outreach - How to encourage kids to be on time. Take responsibility for themselves. How to approach parents.

Evolve/Anger Workshop

Strathcona Community School

233 McKenzie Street
Winnipeg, Manitoba, R2W 4Z2

N. McAlpine, B.A., M.Ed.
Principal

Telephone: 586 8493

2-101

Winnipeg School Division No. 1
RECEIVED
MAR 1 1989
SUPERINTENDENT'S DEPT.

February 28, 1989

TO: Pauline Clarke, Superintendent of Inner City Education

FROM: Neil McAlpine, Principal

RE: Compensatory Project - Community Teacher Aides

As per our discussion on February 9, 1989, I am requesting that the project be continued next year at Strathcona School.

After many changes over the past years, we have been able to have relative stability this year. Although there was one staff change, it was able to be done with little or no disruption to the program. The two people working in the positions at present are performing an excellent job and have the respect of staff and community.

I do not anticipate any changes to the program thrust over the next year. It was necessary to clarify roles for the Panel in September, and no further changes would be made to the program.

Therefore, during the school year 1989-90, I see the community aides involved in:

a. Attendance: the focus of this part of the program is to make wake-up calls for habitually tardy students and to check on absentees to locate their whereabouts and to verify reasons for absence.

b. Classrooms: the focus of this part of the program is to provide assistance to teachers in the area of language development and writing. Additionally, assistance can be provided to teachers for field trips.

c. Parent-Child Centre: the focus of this part of the program is on out-reach. They encourage families to keep coming, assist with special programs, keep in

contact with community resources, facilitate the development of community networks, introduce people to other people, share information, and assist parents with a helping hand

d. Housing Registry: the focus is to update, monthly, the housing registry in the school.

The above information was sent to the Adjudication Panel in October 1988 and on the basis of that information, the project was extended until June 1989 as it met the contingency requests.

For the year 1989-90, I am therefore requesting that we retain the 2 aides on a 7 hour per day basis as at present. The budget would therefore be:

Salary: 2 people x 7 hours x salary rate

PD: $500 to be available to purchase applicable Professional Development activities.

I trust that the information supplied is satisfactory for your purposes. I would be glad to answer any questions you may have regarding this request. Thank-you for your continued support for this valuable program and resource to both the school and community.

Period	Aide 1	Aide 2	1	2	1	2	1	2	1	2	1	2
0830 - 10:00	ATTENDANCE											
10:00 - 10:30	2	19	1	19	2	19	1	19	2	19	1	19
10:30 - 11:30	2	14	1	14	2	14	1	14	2	14	1	14
11:30 - 12:00	17	6	17	6	17	6	17	6	17	6	17	6
			CLASSROOM		ASSIGNMENTS		MAY CHANGE					
12:00 - 1:30	ATTENDANCE											
1:30 - 4:30	OUTREACH		PARENT - CHILD CENTER (HOUSING - 2nd week of month)									

YEAR 5

WINNIPEG SCHOOL DIVISION #1

GREENWAY SCHOOL

LANGUAGE DEVELOPMENT PROGRAM

PR-SD1-214

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Erika Kreis
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Greenway

VOLUNTEER CO-ORDINATOR/LANGUAGE DEVELOPMENT AIDE

DESCRIPTION OF NEED

Average Income	$11,303.00
Mobility	34.3%
Single Parents	24%

PROGRAM OBJECTIVE

See attached.

PROJECT DESCRIPTION

- Liaise with Language Development teacher re: volunteer duties
- Write job description for volunteer position of Language Development Assistant
- Recruit volunteers for Language Development
- Schedule volunteer hours
- Give Language Development Teacher information: new volunteer (where from/when starting/days available)
- Schedule training session
- Maintain daily/monthly/yearly records of hours of volunteers including training
- Keep volunteer informed of times school or class is closed, other activities in the school which impact on their time with the students (i.e.: field trips or special presentations)
- Inform Language Development teacher and classroom teacher when volunteer is away
- Help write evaluations on high school students working in the program for credits
- Maintain a social contact with volunteers to increase their comfort within the school (coffee, sympathetic ear, etc.)
- Prepare appropriate Volunteer appreciation times including tangible rewards for time given
- Supervise the school Make and Leave Project
- Help with Division wide Volunteer and Parent Inservices and Parent Conferences
- Submit Volunteer News for Monthly School Newsletter

RENEWALS
PROJECTS REQUESTING 5TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

The responses to the May 1988 Panel contingencies are attached.

The Early School Years approach was contrasted to this model. The contrast was very limited in scope because there was only one student outcome measure (T.O.L.D.) that was used in all projects. The results indicate that Greenway and Principal Sparling students had the greatest rate of change. The evaluator states that classroom and session observations and surveys and interviews of school staff should occur and be considered.

ACTUAL COST 88/ 89

ME Contribution		**Division Contribution**	
Materials:	$ 1,000.00	**Materials:**	
Personnel:	$11,000.00 (half-time volunteer coordinator)	**Personnel:**	

REQUESTED BUDGET 89/ 90

ME Contribution		**Division Contribution**	
Materials:	$1,000.00	**Materials:**	
Personnel:	$11,530.00 (half-time coordinator)	**Personnel:**	

TOTAL PROJECT COSTS: $12,530.00

COMMENTS/CONTINGENCIES

The major duty (recruiting volunteers) of the co-ordinator has been largely eliminated and significant instructional duties have been added. The co-ordinator will continue to organize three 2 day workshops, maintain statistics on volunteers participating, do some liaison work between teachers and volunteers, and do some recruiting. These duties were also performed by the Speech & Hearing Clinician and the Resource teacher . The duty of acting as a liaison among teachers, volunteers & Resource teacher regarding concerns, changes or updating children's program needs may not be an appropriate role for a non-professional. The program continues to be a withdrawal program.

STAFF RECOMMENDATIONS

That Manitoba Education fund this program to a maximum of $15,475 ($14,475.00 for a full-time language development aide and $1,000.00 for materials). That volunteers and the Resource Teacher, S & H Clinician and/or classroom teachers be provided with opportunities to communicate directly about children's progress and any concerns or changes in programming. That an evaluation report detailing the results of the volunteer and staff questionnaires and student assessment be submitted by July 15, 1989. That a progress report be submitted by April 15, 1990 documenting:

1) changes to the program
2) activities carried out to implement changes
3) activities carried out to achieve program objectives

GREENWAY SCHOOL
Language Development Program

PROGRAM OBJECTIVE

To identify program participants in Kindergarten, Pre-Primary and Grade I, initially through EIP screening and further, through testing with the TOLD test of language development.

To provide direct teaching to small groups of identified children in Pre-Primary and Grade I by the Language Development Teacher.

To recruit and train volunteers to work one-to-one with identified children to enhance their language development.

To provide resources, ideas and support to teachers to enhance the language programming in the children's home rooms.

To acquire appropriate equipment and materials.

To extensively evaluate the program in order to assess its overall impact; in particular, to identify the strengths and weaknesses of program components as a basis for future planning.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 20, 1988

REGION: URBAN

SCHOOL DIVISION: Winnipeg #1

SCHOOL: Greenway

RENEWAL: X

NEW:

PILOT:

REQUEST: $12,000.00

PROJECT: GREENWAY LANGUAGE DEVELOPMENT PROGRAM

FILE NO: PR-SD1-214

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund a .5 volunteer coordinator to a maximum of $12,000.00 (salary - $11,000.00; materials - $1,000.00) for the school year 1988-89. Funding contingent upon:

1) The Division providing the results of the Greenway approach being analyzed and contrasted with the Early School Years approach to determine the most effective language intervention model;

2) The provision of direct consultative support in order to strengthen the professional development components of the program;

3) A plan from the school for greater parent involvement;

4) A process being developed to facilitate direct communication between teachers and volunteers;

5) The program develop strategies to ensure direct in-classroom support to children from the volunteers; 6) The submission of a revised evaluation plan. Release of funds contingent upon a written submission of the school's plan to address the contingencies of the program by July 15, 1988. A progress report to be submitted by April 15, 1989, summarizing the implementation of the above contingencies.

RECOMMENDATION: $12,000.00

APPROVED

GREENWAY LANGUAGE DEVELOPMENT PROGRAM

PROGRESS REPORT

PART I

Re: Response to the contingencies placed on our request for funding of a .5 Volunteer Coordinator to the maximum of $12,000. (salary $11,000, material $1,000) for the school year 1988-89.

1. To date the Division has not provided us with results contrasting The Early Years Project to the Greenway approach in order to determine the most effective language intervention model.

2. The provision of direct consultative support to strengthen professional development components of the program.

   a) The Speech and Hearing clinician has included all children scoring below the 15th. percentile on the Bankson Language Test on her caseload. The children were further assessed, support programs developed with the teacher and direct language instruction scheduled with the clinician. Additionally the clinician developed a program for the specific volunteers of these children and meet regularly with the volunteers to supervise their delivery of the programs. The Speech and Hearing clinician assisted in providing in-service training to the volunteers for 3 - 1/2 days in October and November

   b) The Resource teacher developed goals and objectives with the teachers for all children scoring between the 16th and 35th percentile on the Bankson Language Test. These goals formed the basis of intervention with the volunteer(s) and the children

   c) The Resource Teacher assisted in developing and delivering inservice training of volunteers. Teachers were included in the development and focus of the training. Copies of all materials and session notes were shared with teachers.

   d) Direct supervision of volunteers was provided. Special Materials and activities from the teachers were included for some children who required help in specific classroom tasks.

   e) Ongoing volunteer training was provided by Resource and S&H clinician as new materials and/or teaching devices (e.g. language master, syntax kits) were introduced.

f) The volunteer coordinator acted as a liason among the teachers, volunteer and Resource teacher regarding concerns, changes or updating children's program needs. Additionally she met with the Resource teacher regularly assisting in collecting and preparing activities, and modifying programs as needed.

3. A plan for greater parental involvement.

The Language Development teacher and Volunteer Coordinator have implemented the following:

a) A monthly newsletter that will include information about what is happening in our classrooms, particularly regarding the themes around which most activities are planned, and some suggestions of theme-related things to do at home that will support classroom learning.

b) Regular parent meetings about topics that have been identified in a parent survey and are related to child development.

c) Regularly scheduled playgroups every other Friday invited parents, grandparents and babysitters with their children into our Resource/Language Development classroom to do special activities, play with the games and toys and visit with each other.

d) Develop a collection of books, pamphlets, etc. in our Parenting Library.

e) Development of a collection of first language children's books to be loaned to children and parents. We expect that these books will encourage parents to use their first language in the home and will give tangible recognition to children of our respect for and interest in their ethnic roots.

f) Development of a toy-lending library that will make creative quality toys available for loan to families. These will supplement a family's own toys and provide examples to parents of toys that are both fun and "educational".

The Division approved $2500.00 for items 5 and 6 in February, 1989.

4. A process to facilitate direct communication between teachers and volunteers.

a) The Resource teacher and S & H clinician provided direct supervision of volunteers. Bi-monthly meetings with the Grade One teachers was used to share information and concerns, change or modify goals, materials etc. It was then the responsibility of Resource and S & H to inform the volunteer coordinator and/or meet with the volunteers to follow-up upon the teachers requests.

b) The Volunteer Coordinator routinely discussed children's progress with the volunteers as they arrived or left. At that time any concerns or changes in programming were discussed and then related to the Resource Teacher, S & H clinician and/or teacher for feedback. Additionally progress notes from each session were recorded by the volunteer on to a feedback form (attached). The forms were sent to the teacher and Resource teacher for comments. This remained to be the primary way that teachers and volunteers report that they are satisfied with this process. Teachers and volunteers were trained in using this form effectively.

c) Extended recess breaks proved to be impractical this winter due to the cold temperatures throughout most of January, February and early March.

d) All volunteers made a 16 week committment. Three volunteers were unable to continue due to job or university course changes. No volunteers were able to attend twice per week.

5. The program develop strategies to ensure direct in-classroom support to children from volunteers.

In this program, volunteers utilized the classroom teacher's materials and activities in a withdrawal setting. As language input was therefore based directly upon the classroom curricula, continuity of support programming was maintained. The rationale for this type of program was extensively outlined in the September 13, 1988 revised response to the Adjudication Panel contingencies.

The strategies that were developed to provide continuity of classroom programming were:

1) establishing weekly or bi-monthly meetings with all 4 Grade One teachers, the S & H clinician and Resource to plan, share and discuss materials, activities and goals to be used by volunteers.

2) use of thematic units to coordinate key vocabulary, chants poems, etc.

3) Agreement of syntax goals and basic concepts per 6 week

teaching period.

4) Use of a language development classroom in the primary building to house and display materials and activities and to provide a rich quiet learning environment where volunteers work with the children.

6. Evaluation Plan

a) Student Assessment

- October - 45 students were referred for testing by teachers.
- The Bankson Language Screening Test was used by the S&H clinician and Resource teacher to device the program population.
- 26 were assessed as needing language support.
- retesting to assess progress will occur in May.

b) The questionnaire to measure volunteer satisfaction with the various aspects of the program is in the process of being administered. Analysis will be available to the Division on or before April 5, 1989.

c) The questionnaire to measure staff satisfaction with the volunteer program and its effect on student language development has been administered and analysis will be reported to the Division on or before April 5, 1989.

d) Tabulation of volunteer sessions per child.

Total number of sessions possible	- 19
Average number of sessions	- 16
Average number of hours/child	- 10

Analysis of relating hours of service per child as compared to measured progress using the Bankson Language Screening. Test will be available after May testing. Retesting cannot be done prior to at least 6 month interval.

PART II

For the 1989 - 1990 school year, Greenway school is proposing an alteration in the role and function of the 1/2 time volunteer coordinator.

In addition to a person who recruits volunteers and coordinates their activities, the school needs a language development aide able to provide regular, on going support to a selected group of children who require, because of a number of language related problems, consistent direct service to optimize classroom learning.

It has been found that, although all our volunteers are valuable assets, they are often unable to provide the consistency required by some children.

It is our belief that both the volunteer coordinator's functions and the teacher aide component of the job could be fulfilled by the same person within the 1/2 time framework now available. Our experience, during the past year, seems to indicate that volunteer coordination requires intense work during a limited time span, the remainder of the time would have remained unproductive without the volunteer coordinator becoming involved in other aspects of the language development program and the parents' outreach that has been taking place in the school.

Expanded role/expectation of Volunteer Coordinator/Language Development Aide

Function 1

In the volunteer coordinator's role the person will organize workshops, maintain statistics on the volunteers participating, do some liason work between teachers and volunteers and do some recuiting; however we would expecst the Division's Volunteer Coordinator to do the majority of the recruiting.

Function 2

In the role of Language Development aide, the person will be working directly with groups of 3 children per classroom for periods of 1/2 hour. Each group of children would be seen for 6 to 8 weeks after which time different children would be assigned to the program.

The number of children seen during each 6 to 8 week period would be a maximum of 20.

As in the past the program will be limited to the primary grades. The children enrolled in the program will be selected by the Resource Teacher.

To ensure continuity, both the resource teacher and the classroom teacher will be providing the planning and the material to be followed and used in the program. The program will take place in the classsroom as requested by the teacher.

Part III

Evaluation plan for new program elements.

1) Student population in the Language Development Volunteer Program will be based upon teacher referral and results of Bankson test results. Progress will be judged also upon a combination of post test results and teacher observation. Children whose results fall below the 15th percentile will be supervised by and received some direct service from the S & H clinician.

2) The provision of direct aide service for selected children will be evaluated by the school team; the teacher, administration and resource teacher. Student goals and objectives will be set and reviewed at the beginning and end of each 6-8 week term. Progress will be measured in terms of mastery performance addressing specific objectives. Activities will be in the realm of pre and post teaching to specific classroom curricula. The overall effect of aide support will be to assist the teacher in meeting individual child needs within the classroom program. Program activities and aide supervision will be the joint responsibility of the teacher and resource teacher.

Re: Evaluation Sections 6 (b) and 6 (c) for Language Development Progress Report

Evaluation Plan - Part II

6 (c) Staff Evaluation

A questionaire was sent to all classroom teachers receiving Language Development volunteer services. The staff felt the program continued to meet children's language needs primarily by providing more time for them to interact with good English language models.
a) Most teachers felt that a professional language teacher would improve the quality of input that the children received.
b) The quality of training for the volunteers was adequate yet volunteers still require on-going assistance in selecting activities to meet individual needs.
c) All felt that the communication system among the staff and with volunteers was effective.
d) All were very satisfied with the role of the Volunteer Coordinator.

6 (b) Volunteer Evaluation

A questionaire was given to volunteers to measure their satisfaction.

Key areas of satisfaction were a) a sense of contribution to children's learning was highly motivating. b) they felt that their experience would benefit them in the future.

Additions to the program or concerns were:
a) the need for a refresher training session in the New Year. b) more supervision time. (Those volunteers who Resource saw weekly were most satisfied.)

The regular Language Development Team meetings were a very important factor in communication regarding goals and sharing activities. As a spin off, the Grade One program and staff developed a stronger team relationship. The children benefitted by having familiar classroom activities and chants to repeat with their volunteer. Teachers often sent an activity to the volunteer in which the child had difficulty during class or which needed some on-going repetition.

Sincerely,

R. W. Falconer,
Principal.

C. Lundman.

GREENWAY LANGUAGE DEVELOPMENT PROGRAM (1985 - 88)

1. Program Goals

A) from the original proposal:

"to build on the success of the EIP Identification of 'at risk' children by providing a highly structured activity-based program to facilitate these children's language development and enhance their opportunity for subsequent educational success."

B) Specific Objectives:

Year I 1985 - 86

- To identify program participants in Kindergarten, pre-primary, and Grade One initially through EIP screening and further through testing with the TOLD Test of Language Development;
- to provide direct teaching to small groups of identified children by the Language Development Teacher;
- to recruit and train volunteers to work one-to-one with identified children to enhance their language development;
- to provide resources, ideas and support to teachers to enhance the language programming in the children's homerooms;
- to develop a richer appreciation of multi-culturalism in the school, thereby encouraging greater parent involvement in the school and greater parental openness to suggestions regarding language development activities in the home; in particular, encouraging parental use of the 1st language in the home;
- to acquire appropriate equipment and materials;
- to extensively evaluate the program in order to assess its overall impact and in particular to identify the strengths and weaknesses of particular program components as a basis for future planning.

YEAR II 1986-87

In Year II the Language Development Teacher's time was reduced to .5 time.

- to focus on a smaller number of children and to give priority to the most needy children. Direct service to Kindergarten children to be eliminated. Kindergarten children will continue to receive volunteer help.

- to continue to identify program participants with the E.I.P. and Told Testing;

- to continue to provide service as in Year I through the Language Development Teacher and trained volunteers;

- to provide the same kind of training, support, program development and supervision to volunteers as in Year I through the Language Development Teacher and Volunteer Coordinator;

- to reorganize the classroom space and better utilize other spaces in the school in order to limit the noise and distractions created by a number of people using the same space;

- to improve the quality of communication among classroom teachers, the Language Development Teacher, the Volunteer Coordinator and volunteers to enable greater support and interaction with regular classroom programs;

- to provide multicultural enrichment and parenting programs through a staff committee rather than directly by the Language Development Teacher.

YEAR III 1987 - 88

- to provide service to students as follows:

  a) The Language Development teacher will work with 25-30 preprimary and grade 1 children in small groups, twice a week for 30 minutes per session;

  b) an activity-based whole language approach will be used utilizing integrated themes related to children's classroom programs;

  c) concept development will be emphasized using the Boehm strategies and other classroom materials.

d) kindergarten students will receive no service from the Language Development teacher. However, she will assist the Resource Teacher to program for and supervise volunteers for kindergarten students.

- To train, program for and supervise volunteers so that they can provide effective service to students

a) along with the skills taught in our regular training program, a special session will be developed to assist volunteers to more effectively complete their reports on time spent with students;

b) the report form will again be re-structured to limit the use of buzz words and elicit more useful information.

- To communicate effectively with teachers so that they will be well-informed about the program and their students progress in it.

a) Written reports as per last year's program will continue to be made to the classroom teacher by the Language Development teacher and the Volunteers.

b) Meetings will be called by the Language Development teacher as follows:

1. September

- to discuss the program's objectives and action plan for the coming year,
- to identify problems and their solutions,
- to identify the best time for the program's evaluation surveys,
- to discuss the results of last year's evaluation.

2. January

- to review the objectives and their accomplishment to date,
- to identify problems and their solutions.

3. April

- to review the objectives and their accomplishment to date
- to identify problems and their solution,
- to begin pre-planning for the coming year.

- To identify and acquire multi-lingual materials for the school library for parental use in order to:

  a) encourage the use of the family's first language in the home,

  b) encourage family pride in its ethnic roots,

  c) encourage and support multi-culturalism in the community.

- To utilize available funds to acquire materials that are consistent with programs goals, objectives and teaching strategies.

2. School Team

The Language Development team consisted of:

Language Development Teacher
Volunteer Coordinator
Volunteers

Role of Language Development Teacher (as outlined in Year I objectives)

- to identify program participants;
- to provide direct teaching to small groups of children;
- to train, develop program materials, supervise and evaluate volunteers;
- to encourage multicultural awareness in the school;
- to encourage parental involvement in the school;
- to provide parent education regarding language development; in particular to encourage the use of L1 in the home;
- to support the evaluation of the program through testing a collection of data and report writing;
- to acquire appropriate equipment and materials.

Role of Volunteer Coordinator

- Liase with Language Development teacher re: volunteer duties
- Write job description for volunteer position of Language Development Assistant
- Recruit volunteers for Language Development:
- Schedule volunteer hours
- Give Language Development Teacher information:
  - new volunteer (where from/when starting/days available)
- Schedule training session
- Maintain daily/monthly/yearly records of hours of volunteers including training
- Keep volunteer informed of times school or class is closed, other activities in the school which impact on their time with the students (i.e. field trips or special presentations).
- Inform Language Development teacher and classroom teacher when volunteer is away.
- Help write evaluations on high school students working in the program for credits.
- Maintain a social contact with volunteers to increase their comfort within the school (coffee, sympathetic ear, etc.)
- Prepare appropriate Volunteer appreciation times including tangible rewards for time given.
- Supervise the school Make and Leave Project
- Help with Division wide Volunteer and Parent inservices and Parent Conferences.
- Submit Volunteer News for Monthly School Newsletter

Also do the above for Principal Sparling School, including evenings for parents of children in the program.

Role of Volunteers

TITLE:	Language Development Assistant
OBJECTIVE:	To work one-on-one with Grade 1 children to promote the development of language skills.
TIME COMMITTMENT:	One half day per week from approximately 9-11:30 or 12:45-3:30, preferably for the school year.
RESPONSIBILITIES:	To work with children on a regular basis. To develop rapport with children to enhance time together. To perform language development related tasks with children under the direction of the Resource teacher or Speech Clinician. To keep records of results of student contacts. To sign Volunteer time record sheet.
QUALIFICATIONS:	Well developed communications skills. Ability to relate to young children from various ethnic backgrounds. Reliability, flexibility, enthusiasm, patience. Must be available to attend a minimum of two training sessions.
TRAINING:	Coordinated by the Resource teacher and Speech Clinician. Information is provided on language development techniques before beginning to work with the children. There are also specific training and inservice sessions available throughout the year.
ACCOUNTABILITY:	To Resource teacher or Speech Clinician regarding specific activities engaged in with children. To Coordinator of Volunteers regarding time commitment and scheduling.

In Year III the Language Development Team expanded to include the Resource Teacher who did program development and supervision of the volunteers for the Kindergarten children.

3. Service Delivery

The Greenway Language Development Program has throughout the 3 years utilized a combination of in-classroom and withdrawal services. Data regarding total teacher and volunteer contacts was collected and submitted to the Research Department.

Year I

- Pre-Primary and Grade I children were withdrawn to work in the Language Development classroom with both the Lang. Development teacher and volunteers. They were seen 2 X / cycle for 1/2 hour in small groups by the L.D. teacher and 2 X / cycle individually by the volunteers.

- Service was delivered to Kindergarten children by the L.D. teacher largely in their classrooms but with some withdrawal. Volunteers largely withdraw Kindergarten children to the L.D. classroom. They received the same service as above.(i.e. 2 X/cycle by Volunteers)

Year II

- One grade 1 classroom received all L.D. teacher services within the classroom (Room 9). Midway through the year the volunteers began to withdraw students to the L.D. classroom as it was deemed to be a more effective way for them to work.

- the other grade 1 and pre-primary children continued to be serviced as in Year I by the volunteers and the L.D. teacher.

- Kindergarten children received no direct service from the L.D. teacher. She continued to program for, train and supervise volunteers working with Kindergarten children. Kindergarten children were withdrawn by volunteers to work in the Language Development Classroom.

- Children were seen by the L.D. teacher 2X/cycle for 1/2 hour each in small groups. Most worked with a volunteer 1 X cylce for 1/2 hour.

Year III

- all grade 1 and pre-primary children were withdrawn from their classrooms to work with both the L.D. teacher and volunteers in the L.D. classroom. This was done on the basis of an evaluation of the previous year's in classroom experience. This evaluation concluded that Language Development services could be most effectively delivered to these children through withdrawal to the L.D. classroom. The L.D. teacher worked with these children 2 X /cycle for 1/2 hours in small groups. Most worked with a volunteer 1 X /cycle for 1/2 hour.

- volunteers continued to withdraw Kindergarten children to the L.D. room. These volunteers were programmed for and supervised by the Resource Teacher in Year III. The Kindergarten children received no direct Language Development service from either the L.D. teacher or the Resource Teacher. Each child worked with a volunteer approximately 1 X/cycle for 1/2 hour.

VOLUNTEER TRAINING

Throughout the 3 years of the program we have offered two 1/2 day training sessions to volunteers per year and have encouraged them to participate in Division-Wide inservices. After the first year we were more adamant about requiring the training, particularly of our high school volunteers. When the number of new volunteers justified it, we repeated the training sessions mid-year.

The volunteers have been trained to use Joan Tough's Talking Tools while engaging the children in play. They have also received training in reading aloud, questioning techniques and tools for facilitating concept development. As well volunteers were given a brief overview of early childhood development, play as a learning tool and what are speech, language, communication and interaction. Each volunteer has been expected to participate in at least two training sessions, one of which dealt specifically with speech and language and using Joan Tough's Talking Tools.

In Years II and III in one of our workshops we added training in how to complete the written volunteer reports to teachers.

PROGRAM ACTIVITIES

In working directly with groups of four to eight children, the teacher has employed a variety of whole language, E.S.L. and Joan Tough techniques. Major emphasis has been on expanding oral vocabulary, syntax and general language usage. However, reading and writing skills have received some enhancement through specific whole language activities with the pre-primary and grade one students.

In Years II and III, special emphasis was placed on developing concepts as well.

The content of the program delivered by both the L.D. teacher and volunteers in Years II and III was carefully geared to enrich the classroom program. Classroom teachers were piloting the Unicorn and Impressions Whole Language programs. These programs are organized around themes so we were able to follow the same themes in the L.D. Program. By Year II, two of the three kindergarten programs were also organized around themes. Regular communication between the classsroom teachers and the Language Development teacher insured that the activities developed for the Language Development classroom supported and enriched the thematic language of the child's classroom.

PROGRAM MATERIALS

Materials developed for the Language Development classroom ensured that language use was stimulated through activity-based learning experiences. Many games, puzzles, and manipulative materials were bought. Many more were developed by the Language Development teacher and volunteers.

PARENT INVOLVEMENT

In Year I the Language Development teacher took specific responsibility for encouraging parent involvement in the children's learning. This was done through enriching the multicultural atmosphere of the school as a means of making the school more comfortable for both parents and children, and developing a series of parent workshops on topics related to children's learning.

In Year II, when the Language Development teacher's time was cut back to 6/12, specific responsibility for parent involvement was passed to a staff committee who continued to develop and deliver parent workshops.

Parent involvement in the school was encouraged through our volunteer program. In year II responsibility for recruitment and coordination of volunteers for the Resource, Speech & Hearing, Library, Make & Leave and Classroom programs was added to the Volunteer Coordinators role. Parent volunteers who were not able to participate in the Language Development program because of their own language limitations were able to participate in other school programs.

CLASSROOM TEACHING STRATEGIES:

The Language Development teacher's teaching strategies are described under Program Activities. They remained basically the same throughout the three years. The teaching strategies used by classroom teachers changed quite substantially over the three years. In Year I, two classrooms out of 4 at the elementary level (pre-primary and grade 1) piloted the whole language reading series Unicorn and Impressions. By Year II all classes were using a Whole Language approach. By Year III the experience and understanding of classroom teachers to the whole language approach had improved quite substantially.

At the Kindergarten level 2 out 3 teachers were replaced in Year II. The approach of these new teachers to language development successfully utilized Joan Tough techniques and integrated whole language themes.

The teaching strategies at all levels were enriched by the addition of Big Books and listening centre materials through the L.D. budget. As well the increased emphasis on L.D. and the sharing of ideas and materials among teachers that has resulted more indirectly from the program has had a positive impact on classroom programs.

BENEFITS

1. Volunteer Coordinator - half time
   - funded by Compensatory

   1. We were able to recruit more volunteers, more quickly and to screen them more effectively to meet our specific needs.

   2. We were able to provide our volunteers with greater support (see Volunteer Coordinator Job description) thus insuring greater volunteer satisfaction, more consistency and more effective help from volunteers.

   3. Volunteer Program was efficiently organized without extra effort from teachers thus insuring greater teacher cooperation and better service to students.

   4. In Years II and III volunteers were also recruited, screened and coordinated for other school programs including Library, Make and Leave, Resource, Speech and Hearing and classrooms.

2. Volunteers

   1. Gave children increased exposure to good spoken English

   2. Children were given increased opportunities for language usage in an enriched language environment.

   3. Children's self-esteem benefitted from the regular contact with their "special friend".

   4. Volunteer's ability to absorb and use their training varied, but all had at least some degree of raised consciousness regarding language development in young children and how to stimulate it.

3. Materials

1. Purchase of collections of big books, listening centre materials, games, toys and other manipulatives to be circulated through the library have benefitted the language environment of the whole school.

2. The development of the language development classroom provided a rich environment for delivery of the program and modelled L.D. teaching practises for other primary teachers.

4. Language Development Teacher - half time
- funded by Division

1. The L.D. teacher was able to develop a richer program and more materials for volunteers than classroom teachers could possibly have found time for.

2. The L.D. teacher was able to develop a training program for volunteers using Division resources that met the specific needs of our program.

3. On-going supervision was provided to volunteers by the L.D. teacher.

4. This supervision, training and program development for volunteers was provided without extra demands on classroom teachers who would normally be expected to provide it. Most classroom teachers would not have used volunteers without this extra support.

5. Classroom teachers gained some greater awareness of language development theory and practise.

6. Direct language development service provided to needy children in small groups was greater than could have been provided by Resource or Classroom teachers.

Disadvantages

1. E.I.P. screening and TOLD testing have shown that a significant number of our students enter school with language delays. Yet in any Service Delivery Model volunteers are on the lowest rung. In Years II and III volunteers were the only service received by Kindergarten children. The quality of this service as compared to that delivered by trained aides must be affected by such factors as:

   - a volunteer's skill level can be expected to be lower than a trained aides, if only because of less practise/experience.

   - a volunteer's committment can be expected to be less than a paid aide's, leading to greater absenteeism, less planning, preparation and follow-up.

   most volunteers see each child only once per week. This makes it very difficult to develop any continuity of program and severely limits the possible gains experienced by each child;

   - the amount of time required of a teacher for supervision, training and program development for each volunteer is negatively disproportionate to the amount or quality of service that volunteer is able to provide.

2. The cutback to the L.D. teacher's time in Year II led to decreased service to children, decreased programming for parent involvement and decreased efforts to develop multiculturalism in the school.

WINNIPEG SCHOOL DIVISION #1

4TH YEAR PROJECTS

PAGE #	SCHOOL	PROJECT	FILE #	REQUEST
3-129	PINKHAM	PARENT RESOURCE CENTRE	1-272	$30,000
3-153	RIVER ELM	PARENT RESOURCE CENTRE	1-274	$30,000
3-161	ARGYLE	PRE-EMPLOYMENT	1-328	$51,873
3-167	C.G.C.	ETHNIC WORKERS	1-370	$26,033

YEAR 4

WINNIPEG SCHOOL DIVISION #1

PINKHAM SCHOOL

PINKHAM PARENT RESOURCE CENTRE

PR-SD1-272

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Erika Kreis
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Pinkham

PINKHAM PARENT RESOURCE CENTRE

DESCRIPTION OF NEED

Average Income	$9,720.00
Mobility	52.5%
Single Parent	35%

PROGRAM OBJECTIVE

To strengthen, support and provide needed resources to parents of pre-school children so that the overall development of pre-school children can be realized. The program is preventative in nature, fostering good parenting skills and providing opportunity for family support systems to be established. The Centre provides a meaningful link between the school and community with parents assuming more leadership roles.

PROJECT DESCRIPTION

The Pinkham Parent Resource Centre includes:
Parent/Child Drop-In Centre;
Parent Resource and Children's Library;
Toy Lending Library;
Programs, Activities and Workshops to meet parent/community identified needs.
An active Parent Committee assumes much of the responsibility in the management and planning of the Centre so that a sense of ownership has been established. Parent leadership skills are developed and utilized. Board development is ongoing since the board became incorporated and is seen to enhance the process of community identity and participation.
The Centre is open Monday to Friday, 9:00 a.m. - 12:00 p.m. and 1:00 p.m. - 4:30 p.m. on a drop-in basis.

RENEWALS
PROJECTS REQUESTING 4TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

The responses to the May 1988 Panel contingencies are as follows:

1. Centres have had discussion with the Ministers of Education and Community Services. Parent/Child Centres are presently in review with Community Services. We are awaiting an in-depth management review of the community-based Centres for the government's review.
2. The Centre was open for 12 months of the year.
3. User patterns and statistics were documented and are included in the attached report.

ACTUAL COST 88/89

ME Contribution
Materials: $ 2,500.00
Personnel: $24,000.00

Division Contribution
Materials:
Personnel:

REQUESTED BUDGET 89/90

ME Contribution

Materials: $ 4,000.00
Personnel: $26,000.00

Division Contribution

Materials:
Personnel:

TOTAL PROJECT COSTS: $30,000.00

COMMENTS/CONTINGENCIES

1. Pinkham Parent/Child Centre was incorporated in August, 1988.
2. Activities and workshops are user-initiated.
3. More parents have become volunteers at Pinkham School.
4. There will be an emphasis on literacy programs next year.
5. All Board members live in the Pinkham area. They have attended 5 Board Development Workshops in 1988-89.

STAFF RECOMMENDATIONS

That Manitoba Education fund this program to a maximum of $30,000.00 ($26,000.00 for the co-ordinator's salary and $4,000.00 for activities and materials). That a progress report be submitted by April 15, 1990 documenting:

1. changes to the program
2. activities carried out to implement changes
3. activities carried out to achieve program objectives

Manitoba

Education — Inner City Initiatives
124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 19, 1988

REGION: Urban

SCHOOL DIVISION: Winnipeg #1

SCHOOL: Pinkham

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $26,500.00

PROJECT: Parent Resource Centre

FILE NO: PR-SD1-272

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund this project to a maximum of $32,000.00 for salary ($28,000.00) and program costs ($4,000.00) for the period September, 1988 to August, 1989. That the program be kept open during the summer months due to high program needs in this area.

That a progress report including user patters and statistics be submitted April 15, 1989 with the final report.

That long-term funding issues continue to be discussed at the appropriate level.

APPROVED

RECOMMENDATION: $32,000.00

PINKHAM SCHOOL

MARCH 14, 1989

TO A. KRAHN
ASSISTANT SUPERINTENDENT
ELEMENTARY SCHOOLS

FROM J. DRZYSTEK
PRINCIPAL

RE PINKHAM PARENT-CHILD CENTRE

The Parent-Child Centre at Pinkham School has had a very successful year in my opinion. The Centre meets the needs of a great many parents and children.

It has provided opportunities for parent "empowerment" through workshops.

It has been the focus of many special activities which gave many parents and children the opportunity to interact in a friendly, supportive setting.

A very important aspect of the Centre, in my view, is the bonding which occurs between the parent, the child, and the school even before the child is old enough to register and attend.

The Centre and the teaching staff have cooperated over the course of the year to set up and run a one day in-service for the teachers about the Pinkham School Community which will be held at the end of April.

As well, many of the parents who regularly frequent the Centre and take advantage of its offerings, have become involved in the Volunteer program at the school and work with children on a regular basis.

One aspect of the Centre's possible thrust for the next year could be tied in to the move to a new school. It is likely that the new school will attract new families because of the Daycare and the new school facility. The Parent-Child Centre can play an important role in making families comfortable and aware of the community and school.

RESPECTFULLY SUBMITTED,

JOHN DRZYSTEK

PINKHAM SCHOOL
PARENT/CHILD CENTRE
765 Pacific Avenue
Winnipeg, Manitoba
R3E 1G1

March 14, 1989

Mr. A. Krahn
Assistant Superintendent
Elementary Schools
Winnipeg School Division No. 1
1577 Wall Street
Winnipeg. Manitoba
R3E 2S5

Dear Mr. Krahn:

Thank you for your letter of March 3, 1989 re: compensatory funding for Pinkham School Parent/Child Centre.

As requested our submission includes:

1. activity reports and user statistics.
2. program direction for 1989 - 1990.
3. itemized budget.

The amount of our funding request is $34,120.00 for co-ordinator's salary and program costs. This amount would allow the centre to be in full operation for twelve months.

The parents and staff of the centre continue to make progress in their efforts to obtain long-term funding. Presentations on behalf of the Parent/Child Centres have been made to the Minister of Education and the Minister of Community Services, with follow-up communication to the appropriate officials.

We hope that this submission will meet with your approval and if further information is required, you will contact the undersigned.

Thank you again for your consideration and support.

Yours truly,

M. Guetta

Marilyn Guetta
Co-ordinator

Norma Lynxleg
Norma Lynxleg
President

PARENT-CHILD CENTRES

1. Pinkham School Parent/Child Centre's Activity and User Statistics

Please find attached monthly reviews for the months of March 1988 to February 1989 inclusive. (Appendix A)

Specific progress has been made with regard to the centre's incorporation. On August 18, 1988 Pinkham School Parent/Child Centre became incorporated with a duly elected board. The four member executive are long standing users of the centre and all reside in the Pinkham School catchment area. We feel that it is not only appropriate but imperative that board membership be composed of area residents in order to facilitate the acceptance and provide direction of the centre's program. In response to the need for members to gain confidence and acquire the necessary skills needed to be an effective, fully working board, a series of five board development workshops were held.

Activities and workshops continue to be user-initiated with parents participating in all aspects of programming. These activities may be divided into three categories - Child Centered, Family Centered, and Community Centered. Recognizing the inter-relationship within the family, school and community, the program has evolved to facilitate growth at several levels. The February 1989 review of the program exemplifies the three areas:

PARENT-CHILD CENTRES

Child Centered - drop in, art and stories, Valentine's Party.

Parent/Family Centered - Pot Luck Lunch, Film "The Honour of All."

Community Centered - Literacy Task Force, S.A.C.O.M. (Social Assistance Coalition of Manitoba)

The centre continues to represent the broad spectrum of the Pinkham School Community and attendance and participation has steadily increased. One feature of attendance not described within the monthly reports is the strong representation by single parent, natives and recent immigrant families.

2. Program Direction

New direction will continue to evolve on the basis of progess achieved through three years of experience and by the aspirations of the parents.

Parents are full participants in the centre's program and many have learned new skills and become more confident in their own abilities. School staff recognize the positive impact parent involvement has on the educational system and give parents positive feed-back and encouragment. One of the results is that more parents have become volunteers at Pinkham School as workshop facilitators, classroom speakers, reading partners etc.

The staff are more aware of the centre's programs and use it more fully.

We see this as a mutually beneficial partnership and a direction that will continue to be strengthened and appreciated.

Another direction that we will be pursuing more diligently is the area of adult and children's literacy. An informal adult literacy class has been started at Ellice Parent/Child Centre, and GED classes will be beginning next year at Pinkham. Speakers on Language Development have been asked to give presentations to parents. We will be expanding our library in the area of adult resources, first language books and high interest low reading level books.

PINKHAM SCHOOL PARENT/CHILD CENTRE

BUDGET

	Sept. - Dec./89	Jan. - June /90	
Salary (Centre Coordinator)	$ 10,080.00	$ 15,120.00	$ 25,200.00
Materials	$ 1,000.00	$ 1,500.00	$ 2,500.00
		Total	$ 27,700.00

To Whom It May Concern:

My name is Mary Trout and I am writing in support of the Pinkham School Parent/Child Centre. I have four kids; their ages are 7, 5, 3 and a newborn baby. I moved to the city a couple of months ago and I did not know many people but through the centre I have met a lot of people I can talk to.

Also, the Parent/Child Centre offers a lot of things for my kids. It lends out toys and books and I can take them there anytime they feel restless or bored. Also the centre provides a lot of activities like pot-luck lunches, trips to museums, workshops, and little parties for special occasions.

I really would like to see the centre stay on because it helps a lot of people with their kids and with themselves.

Thank you.

Yours truly,

Mary Trout

PINKHAM SCHOOL PARENT/CHILD CENTRE
765 Pacific Avenue
Winnipeg, Manitoba
R3E 1G1
Phone 774-6854

MARCH REVIEW 1988

ATTENDANCE

No. of Adults	No. of Children	Agencies	School Children
183	296	1 CAI 2 Student Nurses, St. Boniface School of Nursing -2 Days each.	51

LIBRARY

Children's Books	Children's Toys	Adult Resources	No. of Families
74	49	2	17

SPECIAL EVENTS

~~March~~ 2, 1988 - Bannock Making

March 8, 1988 - "Know Your Welfare Rights" - A speaker from N.A.P.O. answered questions and facilitated a discussion.

March 9, 1988 - Swimming at Sherbrooke Pool

March 16 - 17 - Easter Crafts

March 23, 1988 - Pot-Luck Lunch

March 29 - 30 - Easter crafts, i.e. egg decorating, baskets.

March 31, 1988 - Easter Party - A special time with L. Block telling stories and singing songs.

MEETINGS

PARENT-CHILD CENTRES

March 8, 1988 - Outreach Meeting (Shelley)

March 14, 1988 - Meeting with L. Fernandes (C.G.C.)

March 14, 1988 - Public Relations Meeting (Shelley)

March 14, 1988 - C.F.S. Abuse Committee (Mary)

March 22, 1988 - Pinkham Staff Meeting (Marilyn)

March 24, 1988 - Co-ordinating Committee (Marilyn)
meeting with 5 centres and C.A.I. staff

OUTREACH

Centre staff and volunteers dis a mail drop for the centre, and C.A.I. neighbourhood facilities program.

OTHER

Three parents (Glenda Walters, Edna Land, Jeanette Fortin) did a presentation to the Winnipeg School Division #1 Board.

PINKHAM SCHOOL PARENT/
CHILD CENTRE
765 Pacific Avenue
Winnipeg, Manitoba
Phone 774-6854

PARENT-CHILD CENTRES

APRIL REVIEW 1988

ATTENDANCE

No. of Adults	No. of Children	Agencies	School Children
164	281	0	29

LIBRARY

Children's Books	Children's Toys	Adult Resources	No. of families
72	39	3	17

SPECIAL EVENTS

April 12 - Parent Board Meeting - re: funding and incorporation
April 15 - Arts and crafts
April 20 - Perogie Making
April 21 - Pot Luck Lunch
- Creative Games Workshop with Barry Hammond

MEETINGS

April 14 - Funding Meeting - Marilyn
April 15 - Funding Meeting - Marilyn
April 18 - Pinkham Community Council Meeting - Marilyn
April 19 - Poverty in Manitoba St. Mathews Marylnad, Staff and parents.
April 21 - Co-ordinating Committee - Marilyn
April 22 - Pinkham School Inservice - Marilyn and Mary
April 26 - Pinkham School Staff Meeting - Marilyn
April 27 - Funding Meeting - Mary
*April 28 - CEDA Annual Meeting - staff and parents

*Edna Land was presented with a community service award for her many contibutions to the parent/child centre, the school, and the community.

PINKHAM SCHOOL PARENT/
CHILD CENTRE
765 Pacific Avenue
Winnipeg, Manitoba
774-6854

MAY REVIEW 1988

ATTENDANCE

No. of Adults	No. of Children	Agencies	School Children
174	303	0	33

Visitors

1 Julliette - Native Education

LIBRARY

Children's Books	Children's Toys	Adult Resources	No. of Families
38	35	2	18

WORKSHOPS/SPECIAL EVENTS

May 4 - Curiousity Walk
May 5,6 - Mother's Day Gifts
May 11 -Swimming at Sherbrooke Pool
May 25 - Learning through play with Katie Dawson
May 26 - Stress Management with Joan Turner
May 27 - Parent Board Meeting

MEETINGS

May 4 -C.F.S. Abuse Committe - Shelley
May 6 - Outreach Meeting - Shelley
May 10 - Outreach Meeting - Shelley
May 12 - Funding Meeting
May 18 - Meeting with Federal Rep from Health and Welfare - Marilyn, Norma
May 24 - Pinkham School Staff Meeting - Marilyn
May 30 - C.E.D.A. Evaluation - Marilyn, Norma

OTHER

We now have an elected Parent Board. The officers are:

Norma Lynxleg - President
Korean Lambier - Vice President
Sherry Anderson - Secretary
Edna Land - Treasurer

The new executive will be having a board development workshop June 1, 1988.

PINKHAM SCHOOL PARENT/
CHILD CENTRE
765 Pacific Avenue
Winnipeg, Manitoba
R3E 1G1
774-6854

JUNE REVIEW 1988

ATTENDANCE

No. of Adults	No. of Children	Agencies	School Children
217	357	2 C.F.S.	52

LIBRARY

Children's Books	Children's Toys	Adult Resources	No. of Families
29	27	4	15

WORKSHOPS/SPECIAL EVENTS

June 9 Pot Luck Lunch - parents, staff, school staff
June 14 - Clothing Sale
June 15 - Farm Trip
June 21 - Dufferin Park picnic lunch
June 22 - Native Art/Story
June 23 - Mr. Bent Retirement Reception
June 27 -Farewell Barbra Schmidt

MEETINGS

June 1 C.F.S. Abuse Committee - Marilyn & Shelley
June 17 - Parent Board Meeting - Marilyn, Shelley, Mary
June 28 - Fund Raising - Marilyn

PINKHAM SCHOOL PARENT
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765 Pacific Avenue
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JULY REVIEW 1988

ATTENDANCE

No. of Adults	No. of Children	Agencies	School Children
88	135	0	0

LIBRARY

Children's Books	Children's Toys	Adults Resources	No. of Families
7	12	4	9

SPECIAL EVENTS

July 6 - Trip to waterslides at Vimy Ridge Park/picnic

July 13 - Silkscreening with Norma

July 21 - Trip by bus to Kildonan Park - large pool and wading pool/picnic

July 28 - Trip to waterslides at Vimy Ridge Park/Picnic

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CHILD CENTRE
765 Pacific Avenue
Winnipeg, Manitoba
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774-6854

AUGUST REVIEW 1988

ATTENDANCE

No. of Adults	No. of Children	Agencies	School Children
148	195	2	0

Visitors

3 from River Elm Parent/Child Centre

LIBRARY

Children's Books	Children's Toys	Adult Resources	No. of Families
9	19	3	9

SPECIAL EVENTS

August 2, 1988 - Parent Board Meeting
August 9, 1988 - School yard fun - finger painting bubbles, etc.
August 10, 1988 - West End Park - swimming and picnic
August 16, 1988 - Trip to waterslides at Vimy Ridge Park and picnic
August 18, 1988 - Children's Museum
August 24, 1988 -All day trip to Assiniboine Park and zoo.
August 25, 1988 -Swimming at Sherbrooke Pool.
August 30, 1988 - Pizza party and Parent Board Meeting

August 18, 1988 - Pinkham School Parent/Child Centre is now incorporated!!!

PINKHAM SCHOOL PARENT/
CHILD CENTRE
765 Pacific Avenue
Winnipeg, Manitoba
R3E 1G1
774-6854

SEPTEMBER REVIEW 1988

ATTENDANCE

No. of Adults	No. of Children	Agencies	School Children
227	293	C.F.S. 3	35

Outside Use

Pinkham School Community Council

LIBRARY

Children's Books	Children's Toys	Adult Resources	No. of Families
29	25	3	14

WORKSHOPS/SPECIAL EVENTS

September 7 - Discovery Toys
September 9 - Open House Elgin Parent/Child Centre
September 14 - Pot Luck Lunch
September 21 -Pinkham School Parent/Child Centre Parent Board Development Workshop
September 29 - Pinkham School Parent/Child Centre Parent Board DEvelopment Workshop

MEETINGS

September 6 - Parent Board Meeting to Interview Brian Orvis
September 8 - Co-ordinator's Meeting - Marilyn
September 12 - Parent Board Meeting
September 13 - Funding Meeting - Marilyn
September 15 - Pinkham School meet the teacher night - Marilyn, Mary
September 20 - C.F.S. Central A.G.M. Marilyn, Mary
September 22 - Inservice with Pinkham staff at Harbourview Marilyn, Mary

PINKHAM SCHOOL PARENT/CHILD CENTRE
765 Pacific Avenue
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R3E 1G1
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OCTOBER REVIEW 1988

ATTENDANCE

No. of Adults	No. of Children	Agencies	School Children
201	292	C.F.S. - 2	45

Outside Use	Others
Pinkham School Community Council	Native Ed
E.S.Y. Presentation	Student Nurse

LIBRARY

Children's Books	Children's Toys	Adult Resources	No. of Families
25	33	0	14

WORKSHOPS/MEETINGS

October 4 - Parent Board Development
October 7 - Parent Board Meeting
October 12 - E.S.L. Planning Meeting - Freighthouse
October 21 - Inner City Conference
October 25 - Co-ordinator's meeting
October 26 - Parent Board Development

SPECIAL EVENTS

October 5 - Swimming Sherbrooke Pool
October 6 & 7 - Family Week Display at Polo Park
October 14 - Meet the nurse - PHN discussed contagious diseases.
October 19 - a.m. muffin making
p.m. nature walk
October 20 - Fall crafts
October 26 - Hallowe'en crafts
October 27 - Pot luck lunch and family haircuts.
October 28 - Community Hallowe'en Party
October 31- Hallowe'en Party

PINKHAM SCHOOL PARENT/CHILD CENTRE
765 Pacific Avenue
Winnipeg, Manitoba
R3E 1G1
774-6854

NOVEMBER REVIEW 1988

ATTENDANCE

No. of Adults	No. of Children	Agencies	School Children
124	122	Ma-Ma-Wi C.F.S.	49+

Outside Use	Visitors
Pinkham Community Council Day Care for Parent/Teacher Interviews	Frontier School Division Emile Kosytynyk - Superintendant Frontier School Division and Parent/Child Centre Co-ordinators from six northern communities visited our centre as part of their inservice. We will keep in touch to exchange ideas.

LIBRARY

Children's Books	Children's Toys	Adult Resources	No. of Families
9	27	2	11

WORKSHOPS/MEETINGS

November 16 - Parent Board Meeting
November 21 - Co-ordinating Committee

SPECIAL EVENTS

November 2 - Clothing Sale
November 7 - Baking with children
November 22 - Pot Luck Lunch

PINKHAM SCHOOL PARENT
CHILD CENTRE
765 Pacific Avenue
Winnipeg, Manitoba
R3E 1G1
774-6854

DECEMBER REVIEW 1988

ATTENDANCE

No. of Adults	No. of Children	Agencies	School Children
144	186	1	20

LIBRARY

Children's Books	Children's Toys	Adult Resources	No. of Families
18	6	1	9

SPECIAL EVENTS

DEC.- Special Christmas Crafts - stockings, tree ornaments, decorations etc.

DEC. 14 - Pinkham School staff lunch at Martini's - Shelly, Mary, Marilyn

DEC. 18 - Parents Lunch at the St. Regis - This is a special afternoon for parents, volunteers and staff of the centre to socialize and relax in a different setting. This is a celebration and a way of showing appreciation for the work and dedication of the parents.

DEC. 22 - Children's Christmas Party - a festive occasion for parents and their children - songs, games, food, gifts and of course a visit from Santa.

PINKHAM SCHOOL PARENT/
CHILD CENTRE
765 Pacific Avenue
Winnipeg, Manitoba
R3E 1G1
774-6854

JANUARY REVIEW 1989

ATTENDANCE

No. of Adults	No. of Children	Agencies	School Children
146	210	3	33

Visitors

5 from Greenway School

LIBRARY

Children's Books	Children's Toys	Adult Resources	No. of Families
10	19	3	9

WORKSHOPS/MEETINGS

January 5	Poverty Workshop - Logan House - Marilyn
January 10	Co-ordinator's Meetings all day - Marilyn
January 18	Meeting with Gerry Moore - Marilyn
	Parent Board Meeting -
January 24	Pinkham School Staff Meeting - Marilyn
January 27	Parent/Teacher Conference, Carpathia School - Mary
	Presentation to Women's Directorate- Marilyn Shelly
January 31 - February 2	E.V.O.L.V.E workshop - Marilyn

SPECIAL EVENTS

January 18 - Home Made Soup and Bannock lunch
January 20 - Inventory and Clean Up
January 25 - Pot Luck Lunch
January 30 - Storytime done by a parent.

PARENT-CHILD CENTRES

PINKHAM SCHOOL PARENT/CHILD CENTRE
765 Pacific Avenue
Winnipeg, Manitoba
R3E 1G1
774-6854

FEBRUARY REVIEW 1989

ATTENDANCE

No. of Adults	No. of Children	Agencies	School Children
137	181		45

Visitors

Literacy Task Force
S.A.C.O.M.

LIBRARY

Children's Books	No. of Children's Toys	Adult Resources	No. of Families
15	18	2	12

WORKSHOP / SPECIAL EVENTS

Feb. 1 - Film "The Honour of All."
Feb. 7 - Home made soup and bannock
Feb. 9 - Speaker from S.A.C.O.M. (Social Assistance Coalition of Manitoba.
Feb. 10, 13 - Valentine art & stories
Feb. 14 - Valentine Party
Feb. 22 - Pot Luck Lunch
Feb. 23 - Film "Killing Us Softly."

MEETINGS / PRESENTATIONS

Jan. 31, Feb. 1 & 2 - Evolve Workshop on Domestic Violence (Marilyn)
Feb. 7 - Outreach Meeting (Shelly)
Feb. 8 - Two members of the Literacy Task Force visited our centre in order to see the program and talk with parents.
Feb. 20 - School Inservice - "Talking About Touching" (Marilyn, Shelly Mary).
Feb. 21 - School Staff Meeting (Marilyn).
Feb. 23 - Display and information at Family Services re: networking (Shelly).

YEAR 4

WINNIPEG SCHOOL DIVISION #1

RIVER ELM SCHOOL

RIVER ELM PARENT RESOURCE CENTRE

PR-SD1-274

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Erika Kreis
SCHOOL DIVISION: Winnipeg #1
SCHOOL: River Elm

PARENT RESOURCE CENTRE

DESCRIPTION OF NEED

Average Income	$11,759.00
Mobility	31.3%
Single Parents	31.4%

PROGRAM OBJECTIVE

To strengthen, support and provide needed resources to parents of preschool children so that the overall development of pre-school children can be realized. The program is preventative in nature, fostering good parenting skills and providing opportunity for family support systems to be established. The centre provides a meaningful link between school and community.

PROJECT DESCRIPTION

The River Elm Resource Centre includes: Parent/Child Drop-In Centre
Parent Resource & Children's Library
Toy Lending Library
Programs, Activities, Workshops to meet parent/community identified needs. The Parent Board has become an incorporated body and has been actively playing a leadership role in the management and planning of the Centre.

The Centre is open from Monday - Friday, 9:00-12:00 and 1:00-4:00 and Tuesday evenings.

RENEWALS
PROJECTS REQUESTING 4TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

The responses to the May 1988 Panel contingencies are as follows:

1. Centres have had discussions with the Ministers of Education and Community Services. Parent/Child Centres are presently in review with Community Services. We are awaiting an in-depth management review of the community-based Centres for the government's review.
2. The Centre was opened for 12 months of the year.
3. User patterns and statistics were documented and are included in the attached report.

ACTUAL COST 88/89

ME Contribution
Materials: $ 4,000.00
Personnel: $28,000.00

Division Contribution
Materials:
Personnel:

REQUESTED BUDGET 89/90

ME Contribution

Materials: $ 4,000.00
Personnel: $26,000.00

Division Contribution

Materials:
Personnel:

TOTAL PROJECT COSTS: $30,000.00

COMMENTS/CONTINGENCIES

1. There has been an emphasis on multiculturalism (ESL classes and ESL Mother/Child Playgroups) this year to support new Canadian families and facilitate their usage of the Centre.
2. The program has been extended to include more neighbourhood and community experiences (tours, etc.).
3. There will be an emphasis on literacy programs in the upcoming year.

STAFF RECOMMENDATIONS

That Manitoba Education fund this program to a maximum of $30,000.00 ($26,000.00 for the co-ordinator's salary and $4,000.00 for activities and materials). That a progress report be submitted by April 15, 1990 documenting:

1) changes to the program
2) activities carried out to implement changes
3) activities carried out to achieve program objectives

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 19, 1988

REGION: Urban

SCHOOL DIVISION: Winnipeg #1

SCHOOL: River Elm

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $26,500.00

PROJECT: Parent Resource Centre

FILE NO: PR-SD1-274

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund this project to a maximum of $32,000.00 for salary ($28,000.00) and program costs ($4,000.00) for the period September, 1988 to August, 1989. That the program be kept open during the summer months due to high program needs in this area. That a progress report be submitted by April 15, 1989. That this report include user patters and statistics. That long-term funding issues continue to be discussed at the appropriate levels.

APPROVED

RECOMMENDATION: $32,000.00

PARENT-CHILD
CENTRES

Mr. A.D. Krahn, Assistant
Superintendant, Elementary Schools
Administration Building
1577 Wall Street
Winnipeg, Manitoba
R3E 2S5

March 14, 1989

Dear Mr. Krahn,

River Elm School would like to submit this report as requested for Compensatory Funding of the Parent Resource Centre.

This submission includes:

- activity reports, user patterns and statistics
- notification of changes in direction of program
- itemized budget for 89/90

It should be noted that presentations requesting long term funding have been made to the Ministers of Education and Community Services, and that pending responses, continual lobbying for long term funding remains a high priority.

Sincerely yours,

W. Hinther
Bill Hinther

Jean Tinling
Jean Tinling

Rachel Ihsan
Rachel Ihsan

...No. 1
R... D
...1989
SUPERINTENDENTS DEPT.

CHANGES IN DIRECTION OF PROGRAM

a) Emphasis has been on multiculturalism this year with special outreach efforts made to support new Canadian families and facilitate their usage of the centre. Methods used to accomplish this include:

ESL Class - centre staff administered and supervised operation of the River Elm ESL class for adult women in the area
- program provided basic language skills to twelve students of Viet Namese, Chinese, Polish, Lebanese, Chilean, Native and Afghani origins

ESL Mother/Child Play Groups - follow up for ESL students to help maintain friendships between ESL moms and regular centre users
- maintain contact with staff to continue assistance in matters of interpretation, referral and to provide information relating to parents concerns

b) Extended Community Experiences - program is being extended to include more neighborhood and community experiences to provide increased opportunity for language development for both parents and children

c) Future Language Program Goals - efforts will be made to see what type of programs become available from the recent federal monies allotted to illiteracy programming to determine if appropriate programs can be operated using centre resources

ACTIVITY REPORT

PARENT/CHILD

Noodle Art
Paper Plate Shakers
Friendship Salad
Mask-making
Welcome Mural
Body Tracing
Cooking with Kids
Egg Carton Caterpillars
Collages
Fingerpainting
Animal Visits
Sandwich Faces
Eggitivity
Hospital Orientation
Pudding Painting
Storytime

PARENTS

Volleyball
Choosing the Right Toys -video
Monthly Cleanup
Centre Review Slide Show
Monthly Parent Board Meetings
Discovery Toy Display

SPECIAL EVENTS

September Open House
October Anniversary Open House
Celebrating Our Differences - Karen Howe
October Parents' Fundraiser
Hallowe'en Party
Christmas Party
Valentine's Party
Music & Storytelling - Kate Ferris
ESL/Centre Potluck Brunch
St. Patrick's Day Party

TOURS

Fire Hall
Children's Museum
Pizza Hut
Laughing Giraffe, Toad Hall toy stores
Shrine Circus
"Peace of Mime" theatre

BOARD DEVELOPMENT

'What is a Board, and how does it work?'
Jean Altemeyer, Jan/89

'Conflict Resolutions'
Ruth Bream & John Nofziger, March/89

Marketing Non-Profit Organizations
University of Winnipeg, Continuing Ed.
March/89

Parent Fundraiser, Oct/88

Committees: - Newsletter
- Public Relations
- New Facess
- Clothing Depot
- Board Development
- Coordinating

ATTENDANCE

MONTH	# of PARENTS	# of CHILDREN	AGENCY	TEACHERS	SCHOOL CHILDREN	TOTAL # PEOPLE	TOTAL # DIFFERENT FAMILIES	TOTAL # NEW FAMILIES
March 88	179	184	3	17	97	480	55	5
April 88	170	165	7	14	52	408	59	2
May 88	192	186	8	13	57	456	51	4
June 88	178	156	12	26	51	423	53	1
July 88	44	50	-	1	-	95	22	3
August 88	56	47	4	6	30	143	40	24
Sept. 88	249	152	3	13	70	487	64	25
Oct. 88	255	182	21	9	68	535	55	12
Nov. 88	198	97	9	3	66	373	41	7
Dec. 88	167	94	2	6	90	359	53	14
Jan. 89	273	162	10	4	60	509	49	5
Feb. 89	243	165	3	2	92	502	33	3

YEAR 4

WINNIPEG SCHOOL DIVISION #1

ARGYLE HIGH SCHOOL

ARGYLE PRE-EMPLOYMENT TRAINING PROGRAM

PR-SD1-328

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg #1
SCHOOL: Argyle High

DESCRIPTION OF NEED

Mobility	120.8%
Single Parent	73.5%

PROGRAM OBJECTIVE

To provide appropriate job skills, attitudes, specific job training and related studies to allow students a reasonable chance of seeking and securing employment or further education. The program focuses on enhancing the chances of these students becoming independent and contributing members of society.

PROJECT DESCRIPTION

The positions of Work Experience Coordinator and Life Skills Trainer are required in the Argyle Pre-Employment Program which combines the theoretical base of the classroom with the practical experience of the workplace in four distinct components:

1) in school and community based work simulations
2) academic and lifeskills preparation
3) community based work experiences
4) job funding clubs run by the program

RENEWALS
PROJECTS REQUESTING 4TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

1989 Progress Report submitted.

ACTUAL COST 88 / 89

ME Contribution
Materials: _____
Personnel: $52,000.00

Division Contribution
Materials: _____
Personnel: _____

REQUESTED BUDGET 88 / 89

ME Contribution

Materials: _____
Personnel: $51,873.00

Division Contribution

Materials: _____
Personnel: _____

TOTAL PROJECT COSTS: $51,873.00

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That Manitoba Education fund this project to a maximum of $51,873.00 to cover salries of Work Experience Co-ordinator at $31,871.100 and Life Skills Trainer at $20,002.00, contingent on the Division continuing to fund material costs. That a progress report be submitted by April 15, 1990 which summarizes activities undertaken to achieve program objectives documenting program changes and/or future directions.

Manitoba
Education
Inner City Initiatives
124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 19, 1988

REGION: Urban

SCHOOL DIVISION: Winnipeg #1

SCHOOL: Argyle High School

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $52,000.00

PROJECT: Pre-Employment Program

FILE NO: PR-SD1-328

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund this project to a maximum of $52,000.00 for the salaries of the work experience coordinator ($31,000.00) and lifeskills trainer ($21,000.00) for the school year 1988-89. Funding contingent upon the Division assuming material costs. That an Annual Report be submitted by April 15, 1989.

APPROVED

RECOMMENDATION: $52.000.00

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

PRE-EMPLOYMENT
ARGYLE HIGH SCHOOL

Budget

	September to December/1989	January to June/1990	TOTALS
SALARY			
Work Experience Coordinator	$ 10,348	$ 21,523	$ 31,871
Life Skills Trainer	7,994	12,008	20,002
	$ 18,342	$ 33,531	$ 51,873

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

COMPENSATORY SUPPORT PROGRAM
1989/1990

PRE-EMPLOYMENT
ARGYLE HIGH SCHOOL

Background

The Pre-Employment Program at Argyle High School has received Compensatory Funding since 1986, and prior to that had been funded for two years by the Core Area Initiatives Education program. In May, 1988, an amount of $52,000 was approved for the 1988/89 school year. The recommendation sheet from Manitoba Education is attached.

Program Objectives

Argyle Alternative High School serves approximately 200 special needs students. A majority of these students are characterized by difficulties in many areas of academic achievement, social development and adjustment, and self-direction.

The intent of the project is to provide appropriate job skills and attitudes and specific job training and related studies to allow students a reasonble chance of seeking and securing employment or further education. The program focuses on enhancing the chances of these students becoming independent and contributing members of society.

The Argyle Project is a work experience/employment preparation program designed to accommodate approximately 30 students a year. The objectives of the project are:

i) To increase the skill and competencies of program participants so they are able to function as effective, independent adults.
ii) To prepare program participants to seek and gain employment.
iii) To prepare program participants for the responsibilities of the world of work.

Program Requirements

In support of the Compensatory Program requirements, the following are attached:

i) An Activity Report for 1988/89. Any changes in direction of the program are noted in the Activity Report.
ii) An itemized budget for 1989/90.

YEAR 4

WINNIPEG SCHOOL DIVISION #1

CHILD GUIDANCE CLINIC

ETHNIC WORKERS

PR-SD1-370

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg School Division #1
SCHOOL: Child Guidance Clinic

DESCRIPTION OF NEED

Student Population in core area has increased numbers of immigrant and refugee students - e.g.: in 1981 for 22% of student population Daniel MacIntyre was their first school in Canada. 37% referred students - ESL. Great demand for Child Guidance Clinic services in ESL areas.

PROGRAM OBJECTIVE

To hire two ethnic workers to serve as resources to the present Child Guidance Clinic Service delivery team consisting of psychologist, social worker, special clinician and reading clinician.

PROJECT DESCRIPTION

1) To provide knowledge to professionals re: various cultural differences and needs of immigrant.
2) To assist in bilingual assessments and the development of diagnostic tools.
3) To provide reliable interpreter services.
4) To work with case manager in crisis intervention.
5) To work closely with existing ethnic organizations and resources and act as agency liaison.
6) To act as therapeutic agent within families and such individuals serving as a mediator for adoptions and role model re: social skills and problem solving.
7) To assist parents in understanding the school system.

RENEWALS
PROJECTS REQUESTING 4TH YEAR FUNDING

RESPONSE TO EVALUATION RECOMMENDATIONS

In response to the recommendations of the October 1987 Evaluation Report, the role of the Community Worker has been shaped and limited to the clinical bridging role between the family, school and C.G.C.
Proposal has been developed to hire three additional workers; 2 Native, one Vietnamese.

ACTUAL COST 88/89

ME Contribution
Materials:
Personnel: $30,994.00

Division Contribution
Materials:
Personnel: Salary of one ethnic worker

REQUESTED BUDGET 89/90

ME Contribution

Materials:
Personnel: $26,032.55

Division Contribution

Materials:
Personnel:

TOTAL PROJECT COSTS: $26,032.55 + salary of second ethnic worker

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That Manitoba Education fund this project to a maximum of $26,032.55 to cover salary of one ethnic worker position, contingent on the Division continuing funding the second ethnic worker position. That a progress report be submitted by April 15, 1990 which summarizes activities undertaken and documents program changes and/or future directions.

BUDGET REQUEST

1.0 Ethnic Worker Position

SEPTEMBER - DECEMBER 1989

Salary	$9,381.10	
Benefits	$1,031.92	$10,413.02

JANUARY - JUNE 1990

Salary	$14,071.65	
Benefits	$ 1,547.88	$15,619.53
Total		$26,032.55

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 19, 1988

REGION: Urban

SCHOOL DIVISION: Winnipeg #1

SCHOOL: Child Guidance Clinic

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $11,100.00

PROJECT: Ethnic Worker

FILE NO: PR-SD1-370

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education approve in principle to fund one ethnic worker position for the period January - June, 1989 contingent on the Division funding the second ethnic worker position.

That the Division explore further training options. A Final Report to be submitted April 15, 1989.

APPROVED

RECOMMENDATION: $11,100.00

THE WINNIPEG SCHOOL DIVISION NO. 1

COMPENSATORY SUPPORT PROGRAM
1988/1989
FINAL REPORT

ETHNIC WORKER PROGRAM
CHILD GUIDANCE CLINIC

The Ethnic Community Worker program provides a needed service which continues to grow as more, and more diverse ethnic populations encounter problems in relation to their children's education. The Child Guidance Clinic has submitted a proposal to the Winnipeg School Division No. 1 for an additional three Ethnic Community Workers which is an indication of its merit and value to the Clinic.

In response to the recommendations made in the Evaluation Report of the Program (October 5, 1987):

1. The role of the Community Worker (C.W.) has been shaped and limited to be less an encompassing and more specific to the clinical bridging role between the family, the school and Child Guidance Clinic.

2. Community Workers are strongly encouraged to curtail overtime, and where it is unavoidable, to take compensating time off, in consultation with their A.S.D.

3. Community Workers are encouraged to differentiate between their role as a school division employee, and their role as natural leaders in their community, wherein they are called upon to provide a number of important volunteer functions.

4. Community Workers and case managers are being encouraged and supported to form a collaborative team which shares the emotional time and strategic demands on the Community Workers.

/gc

ETHNIC COMMUNITY WORKERS' PROGRAM PROPOSAL 1989-90
CHILD GUIDANCE CLINIC OF GREATER WINNIPEG

1. **OUTLINE OF CHILD GUIDANCE CLINIC**

The Child Guidance Clinic of Winnipeg is one of the resources of the Winnipeg School Division available to the teacher. It is a school-based support system offering a multidisciplinary team of professionals including psychologists, speech/language clinicians, reading clinicians, social workers, audiologists and psychiatrists. The service delivery system is designed to meet the individual needs of schools and clinicians who work in teams called service units. Each unit is administered and supervised by an Area Service Director. The Child Guidance Clinic service units serve all of the schools in Metro Winnipeg with the exception of St. James - Assiniboia. Each unit is assigned to a number of schools in a geographic area of the city. Limiting service to school-age clients, usually with school-oriented problems, makes the C.G.C. unique among community agencies. Children are referred who may have academic/learning difficulties, personal coping difficulties, hearing problems, communication difficulties, and/or mental health problems.

The Ethnic Community Workers' Program consists of two Ethnic Community Workers who serve as resources to Child Guidance Clinician, various school staff, and members of the ethnic community.

2. **PROPOSAL**

To hire two indigenous workers for 1989-90 to serve as resources to the present service delivery team consisting of psychologist, social worker, speech clinician, and reading clinician. One worker is funded through the Compensatory Support Program and one by The Winnipeg School Division No. 1.

3. **RATIONALE**

The nature of the student population in the core area has changed with the attendance of increased numbers of immigrant and refugee students, and as a result there is an increased demand for C.G.C. services for students in the E.S.L. program.

In addition to providing diagnostic and remedial services to students in the E.S.L. Alternate program, there has been an increased demand for C.G.C. services for immigrant and refugee students:

- Learning and language, hearing and emotional problems exist in the bilingual population, in similar proportions as the monolingual population (approximately 7-10% of the student population).

- Emotional problems tend to surface in the immigrant population after the settling process has occurred; (approximately 5 years after arriving in Canada).

- Refugee students are referred who have undergone severe psychological trauma.

- E.S.L. students who have not acquired the necessary language skills for success in an academic program are referred to the C.G.C. for Speech and Language therapy.

- Many refugee students have missed schooling in their country and have severe academic difficulties. These students are referred for assistance in educational programming.

The referral of immigrant and refugee students has placed an increased demand on clinical staff to develop alternate services and approaches as more time is required when assessing and working with immigrant students and their families to:

(a) Develop an understanding of the student's culture.

(b) Establish knowledge of and liaison with various community resources within the Division in order to assist families from various cultures.

(c) Develop diagnostic tools which provide for non biased assessment.

(d) Obtain and train a reliable interpreter to assess in the diagnosis and counselling.

The use of an interpreter requires additional time for planning and executing pre and post diagnostic conferences.

A "Needs Assessment of Mental Health of Refugees", sponsored by the Canadian Mental Health Association in 1982 recommended that: "Trained Bilingual Paraprofessionals should be placed with critical agencies".

(a) Refugee professionals and paraprofessionals should be involved in the delivery of service.

Trained paraprofessionals from the refugee community would bridge the gap between existing services and the needs of refugees.

Refugees generally mistrust government agencies. Trained paraprofessionals from the refugee community would help overcome this mistrust.

(b) Reliable interpreter service that can function effectively within the counselling context.

(c) The establishment of a mechanism that provides for on-going contact with refugees (e.g. follow-up).

The availability of indigenous workers has resulted in the development of more streamlined procedures and more efficient use of personnel.

ROLE OF INDIGENOUS WORKER

1. To provide knowledge to professionals re various cultural differences and needs of immigrants.

2. To assist in bilingual assessments and the development of diagnostic tools.
3. To provide reliable interpreter services.
4. To work with the case manager in crisis intervention.
5. To work closely with existing ethnic organizations and resources and act as agency liaison.
6. To act as a therapeutic agent within families, and with individuals serving as a mediator for adaptions and role model re social skills and problem solving.
7. To assist parents in understanding the school system.

REQUIREMENTS FOR A RELIABLE INTERPRETER SERVICE

- Knowledge of the dynamics of the interpretation procedure to include but not be limited to the establishment of rapport with participants, kind of information loss inherent in the interpretation, understanding the authority position of the examiner, the use of appropriate nonverbal communication methods and techniques of interpretation, the importance of obtaining accurate translations, and the need to procure translations that do not include personal evaluations of the interpreters.

- Ability to plan and execute pre- and post-diagnostic conferences with the clinician (i.e. orientate interpreter to purpose and procedure appropriate to formal testing, interviews, observations, etc.)

- Ability to follow the ethical practices of keeping information confidential, not elaborating responses or questions, and following approved methods of interpretation.

In accordance with the recommendation of the Adjudication Panel, a proposal to provide training to incoming community workers has been developed for consideration by the Compensatory Panel. Also included is a training proposal for Lidia Fernandes and Bounnhong Thongvankham, presently ethnic workers on staff at the Child Guidance Clinic.

March 22, 1989

C.G.C. PROPOSAL RE TRAINING FOR INCOMING COMMUNITY WORKERS

Our basic intent would be to hire people who already have completed a training program and would possess many of the skills required.

If such were the case, we would augment their training program through an ongoing goal oriented professional development program, combined with a supervision component (individual and peer group) and mentorship.

Ongoing professional development would include such topics as:

- C.G.C. orientation
- systems awareness re Winnipeg School Division policy, philosophy and goals, programs, and service
- systems awareness re community services and resources
- service delivery methods
- teacher consultation
- assessment procedures
- networking skills
- crisis intervention

Professional development would reflect individual, unit and C.G.C. goals and would be achieved through;

- participation in C.G.C. interdisciplinary professional development programs
- participation in social work department professional development program
- participation in Unit team development programs
- attendance at relevant workshops sponsored by other agencies and organizations
- participation in relevant school division sponsored programs i.e. Inner City, "Parents, Children, Teachers Learning Together", etc.
- as required, additional coursework through University Continuing Education or Winnipeg Education Centre etc.

A goal setting "Situational Leadership Model" would be implemented, providing focus and direction to regular case reviews and on-going supervision process with assigned Area Service Directors. Individual case supervision would be provided through clinicians who would have case managership responsibilities. In addition, each community worker would be assigned a mentor and would be involved in peer group supervision.

It is envisioned that supervision, and a skill development program would be intensive during the first two years of employment (1 day per cycle) and should services be extended beyond the probationary period, the program would then be similar to that of community workers presently employed at C.G.C.

A budget would be required to cover course and workshop registration fees.

Submitted by

Sandra McCaig

Clark Brownlee

/mb

PROFESSIONAL DEVELOPMENT PROGRAM FOR CHILD GUIDANCE CLINIC COMMUNITY WORKERS 1988/89

Lydia Fernandes and Boun Nhong Thongvankham

1. Social Work Department In-service
   "Case management" - October 21, 1988
   Professor Elizabeth Hill

2. Total C.G.C. In-Services - "Consultation"
   2 days - Al Holmes - M.I.M.

3. "Attention Deficit Disorders" - May 4, 1989

4. Individual Supervision with A.S.D. towards service delivery goals

5. Specific case consultation through case managers

Lydia Fernandes

Community Mediator Program Training - Community Dispute Centre

Workshops - "Children of Divorce", "Child and Wife Abuse", Immigrant Women's Association
"Language Facilitation", Portuguese Cultural Centre

"Chemical Dependency in Youth" September 1988 A.F.M.

"Managing Life's Stress at Work", November 1988, General Wolfe School Staff In-Service

WINNIPEG SCHOOL DIVISION #1

3RD YEAR PROJECTS

PAGE #	SCHOOL	PROJECT	FILE #	REQUEST
4-183	DIVISION WIDE	RESEARCH ASSISTANT	1-248	$30,000

YEAR 3

WINNIPEG SCHOOL DIVISION #1

DIVISION WIDE

RESEARCH ASSISTANT

PR-SD1-248

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: C. Loeppky
SCHOOL DIVISION: Winnipeg #1
SCHOOL: Division Wide - Inner City Schools

DESCRIPTION OF NEED

The Winnipeg School Division is required to submit evaluations and/or reports on all Compensatory Education programs in the 1989-90 school term. The Division is working to establish two new programs this year. As well, the Division has 4 sixth year programs, 7 fifth year programs, 5 fourth year programs, 1 third year program and 3 second year programs. The Division has also identified several related areas of study for 1989-90. These include: 1. Student Drop-outs - What happens to children when they withdraw from school; 2. Division-wide testing - a 20% sampling of performance testing.

PROGRAM OBJECTIVE

1. To provide personnel to assist in the design of evaluations, the collection of data, the analysis of data, and the completion of written reports.

PROJECT DESCRIPTION

The research assistant provides support to the Division in carrying out the evaluation requirements of the Compensatory Education Support Program. Emphasis will be placed on first year evaluations, the collection of longitudinal data related to the Early School Years program and topics such as Dropouts and Division wide testing which have a significant effect on the education achievement of inner city students.

RESUBMISSION
PROJECTS REQUESTING 3RD YEAR FUNDING

PROGRAM EVALUATION SUMMARY
(All funding requests for projects ending Year II should include a copy of the completed evaluation.)

A report that outlines the programs, the evaluation activity and the amount of time spent on the projects will be submitted to Manitoba Education.

ACTUAL COST 88/ 89

ME Contribution
Materials: _____
Personnel: $33,000.00

Division Contribution
Materials: _____
Personnel: _____

REQUESTED BUDGET 89/ 90

ME Contribution
Materials: _____
Personnel: $33,000.00

Division Contribution
Materials: _____
Personnel: _____

TOTAL PROJECT COSTS: $30,000.00

COMMENTS/CONTINGENCIES

1. The Division had looked forward to the publication of 3 articles based on the research findings. These will not be completed in 88-89 due to time constraints.
2. That copies of literature reviews, publications that are produced be shared with Manitoba Education.

STAFF RECOMMENDATIONS

That Manitoba Education fund the Research Assistant position to a total of $30,000.00 for the school term 1989-90 and that a report be submitted on April 12, 1990 that outlines the projects that were evaluated and the length of time spent on the projects.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 19, 1988

REGION: Urban

SCHOOL DIVISION: Winnipeg #1

SCHOOL: Division Wide

RENEWAL: 3rd Year

NEW:

PILOT:

REQUEST: $33,000.00

PROJECT: Research Assistant

FILE NO: PR-SD1-248

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund one Research Assistant position to a maximum of $33,000.00 for the school term 1988-89. That a report be submitted by April 15, 1989 that outlines the projects that were evaluated and the length of time spent on the projects.

APPROVED

RECOMMENDATION: $33,000.00

THE WINNIPEG SCHOOL DIVISION NO. 1

PROPOSAL/COMPENSATORY FUNDING

RESEARCH ASSISTANCE

Background

In 1988/89 the Compensatory Fund allocated $33,000 to The Winnipeg School Division to provide assistance for conducting the progress reports and evaluations required in the Compensatory projects run by the Division.

Proposal

The Winnipeg School Division requests $30,000 from the Compensatory Fund to enable the Division to hire one Research Assistant to assist the Division's Research and Evaluation staff in completing the required 1988 and 1989 progress and evaluation reports and to enable the Division to continue to generate data relevant to inner-city issues and education.

Rationale

The experience of the Division in conducting evaluations of Compensatory projects has been that the evaluations are more time consuming than ordinarily estimated and that this has had an impact on the capabilities of the Division's Research Department staff in carrying out their own responsibilities in the Division.

The Division would also like to continue to conduct evaluations and generate pertainent data relevant to inner-city issues and education. The attached status report demonstrates the amount of time dedicated to studying inner-city issues and education by our research staff. In addition, during the 1989/90 school year, the Division will continue to implement the development of a student withdrawal data base; expand the number of schools for which stability statistics are generated; and continue to generate and analyze longitudinal data pertainent to the improvement of inner-city educational programming.

Additional funding assistance is therefore requested.

COMPENSATORY FUND
PROGRESS REPORT: RESEARCH ASSISTANCE

The following is a summary of the involvement of the Research Department staff in evaluating compensatory and inner city programs during 1988-89.

PROJECT TYPE	PROJECT TITLE	PERSONNEL
Compensatory	Writing to Read, Weston - Met with committee to finalize report of third year - Presented final report to the Board	K. Browning
Compensatory	Hugh John Macdonald Challenge Program - End of first year - First year report submitted October 1, 1988	K. Browning
Compensatory	St. John's Challenge Program - First year of program - Surveyed staff and students in February 1989 - Interim report due April 1, 1989	K. Browning
Compensatory	Elementary Counselling - First year at Wellington, Champlain Cecil Rhodes - Interim report due March 15, 1989 includes an analysis of counsellor report forms	K. Browning
Compensatory	Language Development - Principal Sparling - Prepare a report that includes analysis of the student data over the past three years	B. Guinn L. Burron
Compensatory	Language Development - Greenway - Prepare a report that includes an analysis of the student data over the past three years	B. Guinn
Compensatory	Language Development - King Edward - Prepare a report that includes an analysis of the student data over the past three years	B. Guinn

PROJECT TYPE	PROJECT TITLE	PERSONNEL
Compensatory	LAP III - First year of project - Collected baseline data on students - Surveyed LAP team, teachers, principals - Prepared summary of data	W. Dickens
Compensatory	Early School Years - Fourth year of project - Prepared summary of three year evaluation - Continuing student data collection - Planning for longitudinal data collection	W. Dickens
Inner City Divisional	Pre-Primary - Preparing a report for the end of June 1989 that will include an analysis of surveys of principals and pre-primary teachers, and surveys of a sample of principals at schools without a pre-primary program. It will also include an analysis of student testing and observations of pre-primary classrooms.	W. Dickens
Inner City Divisional	Heritage Language Review - Preparing a report that includes an analysis of surveys of principals, heritage language teachers, classroom teachers, parents and students, and an analysis of students' oral proficiency in English and the Heritage Language.	W. Dickens
Inner City Divisional	Nutrition Program - Prepared final report after receiving feedback from Evaluation Committee - Provided literature review to Evaluation Committee.	K. Browning
Inner City Divisional	Country of Origin - Preparation of data collected at Jonn M. King, Tyndall Park, Sisler, and Gordon Bell on students' country of origin, language spoken at nome, special programs or assistance, attendance, number of transfers, grades repeated, and other demograpnic information.	L. Burron

ESTIMATION OF ALLOCATION OF STAFF TIME
FOR COMPENSATORY & INNER CITY PROJECTS
SEPTEMBER 1, 1988 - MARCH 31, 1989

PROJECTS		TIME (in days)*
Compensatory		
Writing to Read		4.0
Elementary Counselling		18.0
Hugh John macdonald Challenge		12.0
St. John's Challenge		15.0
Principal Sparling		10.0
Greenway		5.0
King Edward		3.0
LAP III		20.0
Early School Years		25.0
	Subtotal	112.0 days
Inner City & Other		
E.L.D.N.S.		2.0
Quantum '89		2.5
Stability		1.0
Student Description Data		44.0
Student Withdrawal		1.5
Pre-Primary		55.0
Country of Origin		5.0
Nutrition Program		33.0
Heritage Language Review		30.0
Craft Development		1.0
E.S.Y. Longitudinal Data		1.0
	Subtotal	176.0 days
	Total	288.0 days

*Note: These time estimates do not include time for clerical support

BUDGET REQUEST

A. BUDGET REQUEST - SEPTEMBER - DECEMBER 1989

Research Assistant	Salary	-	$10,680.
	Benefits	-	1,320.
			$ 12,000.

B. BUDGET REQUEST - JANUARY - JUNE 1990

Research Assistant	Salary	-	$16,020.
	Benefits	-	1,980.
			$ 18,000.
			$ 30,000.

WINNIPEG SCHOOL DIVISION #1

2ND YEAR PROJECTS

PAGE #	SCHOOL	PROJECT	FILE #	REQUEST
5-193	HUGH JOHN MACDONALD	CHALLENGE PROGRAM	1-424	$31,452
5-200	ST. JOHN'S	GIFTED & TALENTED	1-463	$30,952
5-215	JOHN M. KING MULVEY WELLINGTON	LAP III	1-466	$96,730

YEAR 2

WINNIPEG SCHOOL DIVISION #1

HUGH JOHN MACDONALD SCHOOL

CHALLENGE PROGRAM

PR-SD1-424

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: S. Matthews
SCHOOL DIVISION: Winnipeg School Division #1
SCHOOL: Hugh John Macdonald

PILOT CHALLENGE PROGRAM - HUGH JOHN MACDONALD

DESCRIPTION OF NEED

Hugh John Macdonald is an Inner City School of approximately 450 students in grade 7, 8 & 9. The student population is made up of a wide variety of student characteristics. Variables such as ethnic orientation and family support contribute to a wide discrepancy in performance levels.
Feeder schools, 34.9% Victoria Albert; 13.2% Pinkhan; 11.3% Dufferin

PROGRAM OBJECTIVE

Primary goal is to improve the learning environment for all students:
1) to establish a criteria for the identification of students with potential to excel in one (or both) of two major strands: Humanities and Sciences.
2) to develop leadership potential. 3) to involve the staff in the design and implementation of the program. 4) to provide enrichment for all students.
5) to utilize community resources. 6) To heighten awareness in the community of the gifts and talents of Hugh John Macdonald students.

PROJECT DESCRIPTION

Challenge activities will encompass individual small groups and large formats. The program will provide both opportunities for students to get out into the community and the community to come into the school.

Year 1 - Challenge facilitator will work with staff in identifying students. Activities will involve small and large groups. A process will be established for the development of changing talent pool of students.

Year 11 - Plan to increase the open door structure to include more students on a partial involvement basis. Classroom teachers will start to assume more responsibility for the programming as the facilitator branches into new areas.

Year 111 - Facilitator will gradually turn over responsibility to classroom teachers along with support staff. Teachers will utilize challenge activities as a regular part of their program. Challenge Facilitator will develop a written document outlining program.

RENEWALS
PROJECTS REQUESTING 2ND YEAR FUNDING

RESULTS TO DATE

Interim report submitted October 15, 1988

YEAR II EVALUATION PLANS

ACTUAL COST Jan. - Dec. 1988

ME Contribution

Materials:	$ 6,100.00
Personnel:	$23,300.00
P.D.:	$ 3,000.00

Division Contribution

Materials:	
Personnel:	

REQUESTED BUDGET Jan. - June 1989

ME Contribution

Materials:	$ 7,000.00
Personnel:	$24,452.00

Division Contribution

Materials:	
Personnel:	

TOTAL PROJECT COSTS: $31,452.00

COMMENTS/CONTINGENCIES

Funding for this project was approved in November 1987 for the calendar year 1988. To ensure continuity in the program and to develop consistency with other projects funded in the Division through Compensatory Support Program funding was approved for the period January to June 1989.

STAFF RECOMMENDATIONS

That Manitoba Education fund this program to a maximum of $31,452.00 to cover salary of .5 facilitator at $24,452.00 and P.D. & materials at $7,000.00. This funding contingent on the following:

1) Submission of a summary of P.D. activities and costs for 1988-89 by June 30, 1989.
2) A P.D. Plan and an outline of roles and responsibilities of staff participating in the program.
3) A revised evaluation plan which addresses the issues and recommendations of the October, 1988 interim report.
4) That the above be submitted by October 15, 1989.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 19, 1988

REGION: Urban

SCHOOL DIVISION: Winnipeg #1

SCHOOL: Hugh John Macdonald

RENEWAL: 2nd Year

NEW:

PILOT:

REQUEST: $19,630.00

PROJECT: Challenge Program

FILE NO: PR-SD1-424

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education approve in principle the funding of this program for the period January 1989 - June 1989 to a maximum of $19,360.00. This funding to include .5 facilitator at $15,250.00 and materials at $4,380.00. Further that this funding be contingent on the results of the interim evaluation report to be submitted October 15, 1988.

APPROVED

RECOMMENDATION: $19,360.00

BUDGET REQUEST

1989-90 SCHOOL YEAR

A. BUDGET - SEPTEMBER - DECEMBER 1989

Facilitator (.5 teacher)	$ 7,910.
Materials/Professional Development	3,000.
	$ 10,910.

B. BUDGET - JANUARY - JUNE 1990

Facilitator (.5 teacher)	$ 16,542.
Maaterials/Professional Development	4,000.
	$ 20,542.

COMPENSATORY SUPPORT PROGRAM

CHALLENGE PROGRAM

HUGH JOHN MACDONALD SCHOOL

STATEMENT OF PURPOSE

To provide a challenge program for identified gifted and talented students at Hugh John Macdonald School.

GOAL

The primary goal is to improve the learning environment for all students. This will occur through the development of specific program structures that will facilitate the identification of a talent pool at Hugh John Macdonald School and the design of curriculum enhancement to meet the educational needs of this group.

OBJECTIVES

1. To establish criteria for the identification of students with potential to excel in one (or both) of two major strands:

   i) The Humanities to include visual and performing arts, modern languages, writing, athletics

   ii) The Sciences to include experiences in computer studies, statistics, advanced mathematics, research activities in pure and social sciences.

2. To develop leadership potential in the talent pool population through specific teaching strategies such as values clarification, group discussion skills, decision-making processes.

3. To involve the entire Hugh John Macdonald staff in the design and implementation of this program:

   i) identification of talent pool students

   ii) design of program content and activities by subject area specialists

   iii) direct teaching of talent pool students by all interested staff members through flexible timetabling and creative use of support staff.

4. To provide enrichment for the entire student body by the design and implementation of school-wide events such as performances, talent fairs, visiting speakers and films.

5. To utilize community resources.

6. To heighten the awareness in the community of the gifts and talents of Hugh John Macdonald students.

EVALUATION

An interim evaluation report was provided to Manitoba Education in October 1988 which addressed the objectives as outlined.

PROGRESS REPORT

Major program changes are not anticipated in the immediate future. The second year is designed primarily to expand student involvement and current programming initiatives.

YEAR 2

WINNIPEG SCHOOL DIVISION #1

ST. JOHN'S HIGH SCHOOL

GIFTED & TALENTED PROGRAM

PR-SD1-463

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: S. Matthews
SCHOOL DIVISION: Winnipeg #1
SCHOOL: St. John's High School

GIFTED AND TALENTED PROGRAM ST. JOHN's

DESCRIPTION OF NEED

St. John's High School has a student population of 1400 in grades 7-12. 800 of these students are in 7-9 and come from diverse ethnic and socio-economic and educational backgrounds. A large range of programming is already being provided in addition to regular programs. There are three alternative programs for behavioral and attendance problems, six for low enrollment classes for students with academic difficulties, migrancy, ESL, ELDNS and two divisional special education programs L.A.C. and A.C.E.S.

PROGRAM OBJECTIVE

The primary goal is to increase the opportunity for all students at St. John's to achieve their full potential and for teachers to adapt curriculum to meet the needs of students at all levels.
1) to establish criteria for identification of students with potential in Humanities and Studies 2) to involve staff in the design and implementation of program 3) to change school based activities through student activities outside of the school. 4) to utilize community resources 5) develop a bank of resources and materials to enhance programming for students.

PROJECT DESCRIPTION

Phase 1 -Staff identification of students
-Planning and implementing activities for students in both subject area and larger groups
-identification of community and teaching resources
Phase 2 -refining criteria for selection
-expansion of activities; development of implementation of at least one enriched unit in each subject area
-selection and purchase of materials and expanded community involvement.
Phase 3 -continued development and implementation of units in each subject area.
-a gradual increase in responsibility of subject area departments for program and whole staff commitment to the continuation of program on a regular part of their classroom program.

RENEWALS
PROJECTS REQUESTING 2ND YEAR FUNDING

RESULTS TO DATE

Interim report submitted April 15, 1989.

YEAR II EVALUATION PLANS

ACTUAL COST 1988/89

ME Contribution

Materials: $ 5,500.00
Personnel: $22,900.00

Division Contribution

Materials:
Personnel:

REQUESTED BUDGET 1989/90

ME Contribution

Materials: $ 6,500.00
Personnel: $24,452.00

Division Contribution

Materials:
Personnel:

TOTAL PROJECT COSTS: $30,952.00

COMMENTS/CONTINGENCIES

The schools' interpretation of the goal of the program is that the needs of average - below average students are being met in the classroom and that this program is meeting the needs of the above average students.

STAFF RECOMMENDATIONS

That Manitoba Education fund this program to a maximum of $30,952.00 to cover salary for .5 teacher at $24,452.00, materials and resources at $6,500.00. That this funding be contingent upon receipt of the following:

1) A summary of P.D. activities and costs incurred for 1988-89 by June 30, 1989.
2) A school plan that clarifies the selection criteria based on the goal of the program.
3) A record keeping system that indicates the total number of different students served by the program.
4) A school P.D. plan, and an outline of the roles and responsibilities of teachers participating in the program.
5) A revised evaluation plan that addresses the above.

That the above issues 2 - 5 be submitted by October 15, 1989.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 19, 1988

REGION: Urban

SCHOOL DIVISION: Winnipeg #1

SCHOOL: St. John's High School

RENEWAL:

NEW: X

PILOT:

REQUEST: $28,400.00

PROJECT: Gifted and Talented Program

FILE NO: PR-SD1-463

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund this program to cover salary for .5 teacher at $22,900.00, materials and resources at $5,500.00 to a maximum of $28,400.00.

That the Division submit an interim report April 15, 1989 which addresses the objectives outlined in the evaluation.

APPROVED

RECOMMENDATION: $28,400.00

COMPENSATORY SUPPORT PROGRAM

GIFTED AND TALENTED PROGRAM

ST. JOHN'S HIGH SCHOOL

STATEMENT OF PURPOSE

To provide an enrichment program for identified students in grades 7, 8 and 9 at St. John's High School.

GOAL

The primary goal is an increased opportunity for all students at St. John's to work at their level of ability and the enhancement of the self-concept of these students.

A secondary goal is increased ability on the part of teachers to adapt curriculum to meet the needs of students who require enriched programming.

OBJECTIVES

1. To establish in all subject areas, criteria for the identification of students with the potential to excel in these areas. Subject areas include mathematics, language arts, social studies, science, art, music, modern languages, native studies, computer awareness and business exploration.

2. To design and implement student activities outside of the school which will enhance school-based activities and which will provide experiences which inner-city families are unable to provide for financial and other reasons.

3. To involve all junior high teachers in the design and implementation of enriched units within their classrooms.

4. To design and implement school-wide events and to involve the community in these events.

5. To develop a bank of resources, both material and personnel, which the school can call upon to enhance programming for gifted students.

EVALUATION

As required by Manitoba Education, an interim evaluation report will be submitted by April 15, 1989.

PROGRESS REPORT

Based on the recommendations included in the interim evaluation report, appropriate changes to the program will be made.

BUDGET REQUEST

1989-90 SCHOOL YEAR

A. BUDGET - SEPTEMBER - DECEMBER 1989

Facilitator (.5 teacher)	$ 7,910.
Materials/Professional Development	3,000.
	$ 10,910.

B. BUDGET - JANUARY - JUNE 1990

Facilitator (.5 teacher)	$ 16,542.
Materials/Professional Development	3,500.
	$ 20,042.

EXECUTIVE SUMMARY

The St. John's Outreach Program was developed for students in grades seven to nine, and designed to enhance achievement in all subject areas. A teacher was assigned to assume the position of Outreach Facilitator on a half-time basis in accordance with a number of program goals, objectives, roles, and responsibilities. Evaluation of the program was based on staff and student surveys, as well as an Outreach Facilitator Interview.

Staff indicated the program was most likely to have a positive effect on developing the gifts and talents of students, and enhancing students' self-confidence. They also thought the program was most likely to have a positive effect on their awareness of the special talents of some of their students. Although staff wanted the program to continue, there were some concerns regarding the need to include more students, to broaden selection critieria, to increase staff awareness, and to make available the time to assist with the program.

Students liked participating in the program because it was fun, interesting, challenging, as well as an opportunity to develop new skills and learn with others. The activities students liked best and gained the most from were the field trips to the Fort Whyte Nature Center and Oak Hammock Marsh.

Students would like to continue participating in the program but would also like to see more students included.

The Outreach Facilitator has met the specific goals of the first year of the program and has fulfilled a number of roles and responsibilities. In general, the Facilitator views the program as proceeding well but expressed concerns regarding the difficulty of communicating program aspects to staff and the lack of time for staff to become involved.

program challenging and very enjoyable. He also indicated that staff have been generally supportive. He felt the program has added a positive dimension to the school and that, as Facilitator, he views students differently and has developed more awareness of the potential of students.

The Facilitator indicated that those activities in which teachers were the most enthusiastic were the most effective or successful. He also felt they had far exceeded their goals in the first year of the program and would be able to build on these for the next year.

SUMMARY AND CONCLUSIONS

Although it is difficult to draw major conclusions in view of the small numbers of staff and students who were surveyed, there were some general research findings.

On the basis of the information provided, it is evident the Outreach Facilitator has met the three specific goals for the first year of the program. Firstly, the Facilitator has been instrumental in developing the selection criteria to identify students with gifts and talents in particular subject areas. Secondly, the Facilitator has planned and implemented a wide variety of pull-out program activities for students in both subject area groups and larger groups. And thirdly, the Facilitator has developed a number of teaching resources including specific enrichment units as

well as Individual Education Plans for various subjects in each of the three grade levels.

In addition, the Facilitator has fulfilled a number of roles and responsibilities which include developing, in consultation with teachers, the selection criteria, coordinating out-of-school enrichment activities, assisting teachers with planning and organizing out-of-school and follow-up activities, assisting teachers with developing and implementing enriched teaching units in the classroom, assisting individual students with planning and carrying out special projects, providing appropriate resource materials to teachers, and informing parents of the pull-out and in-class program activities for students.

On the basis of the staff survey results, most of the staff involvement in the program was through contact with the Facilitator, developing the selection criteria, and planning and implementing in-class program activities.

The areas staff indicated the program was more likely to have a positive effect was on developing the special gifts and talents of students, and enhancing students' self-confidence and self-esteem. In addition, staff indicated the program was most likely to have a positive effect on their awareness of the special talents of some of their students. In terms of the school, staff felt the program

was most likely to have a positive effect on the image of St. John's High School.

In terms of their degree of satisfaction with specific aspects of the program, almost half of the staff surveyed were either "very" or "somewhat satisfied" with the number and type of students selected for the program, the number and type of Outreach activities, the selection criteria, the scheduling or timetabling of Outreach activities, and support from school staff. More than half were satisfied with the contact with the Outreach Facilitator. The remainder of the staff surveyed were either "somewhat" or "very dissatisfied", "neither satisfied nor dissatisfied", did not know or did not respond. Less than half of the staff surveyed wanted to be more involved in the Outreach Program next year or thought changes should be made to the program. However, most staff thought it was important to have the program continue at the school.

Some of the comments made by staff suggested the need to include more students in Outreach activities, to broaden the selection criteria, to increase staff awareness of the program, and most importantly, increase time on the part of staff and the Facilitator to develop and implement the program.

All students surveyed indicated they wanted to participate in the program mainly because it was fun,

interesting, educational and challenging, as well as an opportunity to develop new skills and be better prepared for the future.

The activities that students liked taking part in and thought they had learned the most from were the field trips to the Fort Whyte Nature Center and The Oak Hammock Marsh. Other activities mentioned were the script writing, problem solving, math, computer, publication of the Outreach Chronicles, and outdoor winter activities including snow shoeing and igloo-building. The things students liked best about the program were the field trips and outside activities, the opportunity to learn and develop new skills, and to meet and learn with others. The things students liked least about the program were the exclusion of some students who are talented in particular subject areas, the short length of the program, and getting behind in regular work.

In terms of specific program effects, students indicated the program was more likely to have an effect on developing and learning new skills as well as broadening their perspectives. The changes that students suggested should be made to the program included more field trips, more students participating in the program, and the opportunity for students to voluntarily enter the program rather than being selected for the program. All students surveyed wanted to continue participating in the Outreach

Program next year. In addition, all students thought it was important to have a program like the Outreach Program at St. John's mainly because it is fun, interesting, challenging, as well as an opportunity to learn and experience things they can't in regular classes.

The Outreach Facilitator Interview indicated the Facilitator has performed a number of the outlined roles and responsibilities including developing the student selection criteria in consultation with other teachers, co-ordinating out-of-school enrichment activities, assisting teachers with planning and organizing out-of-school and follow-up activities, assisting teachers with developing and implementing enriched teaching units in the classroom, assisting students with planning and carrying out special projects, helping teachers obtain appropriate resource materials and communicating with parents. The Facilitator has spent the largest amount of time assisting others with obtaining appropriate resource materials (40%), followed by assisting teachers with planning and organizing out-of-school activities (20%), assisting teachers with developing and implementing enriched teaching units (15%), and co-ordinating out-of-school enrichment activities (10%).

The factors which assisted the Facilitator in delivering the program included working with the Vice Principal, the Facilitator's timetable, and the funds for purchasing much needed materials. The major difficulties

encountered included communicating aspects of the program in view of the size of the school, and overextension of an already busy staff.

The Facilitator indicated he has received general support from the school staff but pointed out the difficulties in increasing staff avareness of the program and staff involvement in the program due to time constraints. The changes the Facilitator would like to see made to the program include regular meetings with co-ordinators, more free time for staff to get involved in the program, and a full time co-ordinator to serve the entire school. In general, the Facilitator feels positive about meeting the goals of the Outreach Program this year and intends to build on them for next year.

In conclusion, although there were relatively small numbers of staff and students surveyed, respondents seemed to be generally positive about the Outreach Program. In addition, the Facilitator has met the three specific goals outlined for the first year of the program, and has fulfilled a number of specific roles and responsibilities. Some concerns were raised, however, over the difficulties in communicating the program to staff, the lack of staff involvement due to time constraints, the need for more students in the program, and a broader selection criteria.

YEAR 2

WINNIPEG SCHOOL DIVISION #1

LAP III (LANGUAGE ARTS PROGRAM)

JOHN M. KING SCHOOL

MULVEY SCHOOL

WELLINGTON SCHOOL

PR-SD1-466

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Carolyn Loeppky
SCHOOL DIVISION: Winnipeg No. 1
SCHOOL: Mulvey, J.M. King, Wellington

DESCRIPTION OF NEED

The three schools in this project are identified as inner city schools in Winnipeg School Division No. 1. They experience high migrancy rates, children who come from families with low incomes and lower educational levels. The schools also have very high ethno-cultural and native populations. Many children migrate between the three schools throughout the course of a year. Consistent and strong programs in language arts and language development are the focus of this program so that children in transit will gain academic skills and not lose time when migrating from one community to another.

PROGRAM OBJECTIVE

1)To identify common strategies that can be implemented by teachers in the intermediate grades at all three schools. This must facilitate programming for migrant students who share schools.
2)To increase students' academic performance through the ongoing development of the quality of the classroom programs.
3)To identify and implement teaching strategies that will improve opportunities for students at John M. King, Mulvey and Wellington to increase their performance in the four language arts strands.
4) To involve the staff at the schools in the development of specific strategies that will promote: a) classroom language development activities; b) professional development activities that will assist teachers in the implementation of the language arts curriculum at the grades 4,5, and 6 level; c) opportunities for collaborative teaching and planning and sharing.

PROJECT DESCRIPTION

The first year of the project consisted of the implementation phase with 11 grade four teachers working closely with the LAP III team of teachers. The project team will continue in 1989-90 to work with grade five teachers at the three schools in the development of classroom teaching strategies and methods, classroom materials, professional development activities and student assessment techniques. As well, the LAP III team will continue to support the grade four teachers involved in the project so that skills gained in 88-89 will be maintained. The focus of the project team of teachers will be to provide opportunities for classroom teachers to gain knowledge and expertise in a variety of teaching methods that have proven to be successful in improving students' skills in the four main strands of language arts as well as language development. This is the second year of a three year program.

RENEWALS
PROJECTS REQUESTING 2ND YEAR FUNDING

RESULTS TO DATE

An Interim Report has been completed by the Winnipeg School Division's Research Department. The conclusions and recommendations are attached. The report is available in its entirety.

YEAR II EVALUATION PLANS

The program evaluation will continue with a progress evaluation report at the end of Year 2. Both qualitative and quantitative information will be analyzed in Year 2.

ACTUAL COST 1988/89

ME Contribution

Materials: $4,000.00
Personnel: $86,800.00 (2 teachers' salaries)

Division Contribution

Materials: 0
Personnel: $43,400.00
Office space and supplies; Secretarial support

REQUESTED BUDGET 1989/90

ME Contribution

Materials: and P.D. $4,000.00
Personnel: $92,730.00 (2 teachers' salaries)
TOTAL PROJECT COSTS: $143,093.00

Division Contribution

Materials: 0
Personnel: $46,363.00
Office space and supplies; secretarial support

COMMENTS/CONTINGENCIES

That the Winnipeg School Division jointly fund this program by providing a minimum of one teacher position;
That a progress evaluation be submitted on April 12, 1990;
That the management committee continue its role in the management and evaluation of the program.
That a Year 2 action plan be developed and submitted to Manitoba Education by December 15, 1989.

STAFF RECOMMENDATIONS

That Manitoba Education fund this project to a maximum of $96,730.00 for the school term 1989-90 with the above contingencies to be implemented and/or met.

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 19, 1988

REGION: Urban

SCHOOL DIVISION: Winnipeg #1

SCHOOL: Mulvey, Wellington, John M. King

RENEWAL:

NEW: X

PILOT:

REQUEST: $90,800.00

PROJECT: Language Development and Language Arts Improvement

FILE NO: PR-SD1-466

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund this project to a maximum of $90,800.00 for the school term 1988-89 with the following contingencies:

1. That Winnipeg School Division #1 jointly fund this program by providing a minimum of 1 teaching position for the project.
2. That an interim report be submitted by April 15, 1989.
3. That a Management Committee be established to implement, manage and evaluate the project. Manitoba Education should have representation on both committees.
4. That a detailed evaluation plan be submitted to Manitoba Education by October 15, 1988.
5. That a Year 1 Action Plan be developed and submitted to Manitoba Education by October 15, 1988.

RECOMMENDATION: $90,800.00

APPROVED

WINNIPEG SCHOOL DIVISION #1

NEW PROJECTS

PAGE #	SCHOOL	PROJECT	FILE #	REQUEST
6-220	GORDON BELL	STUDENTS AT RISK	1-515	$20,378
6-242	ARGYLE	DRUG & ALCOHOL SUPPORT WORKER	1-516	$39,400

NEW

WINNIPEG SCHOOL DIVISION #1

GORDON BELL HIGH SCHOOL

STUDENTS AT RISK PROGRAM

PR-SD1-515

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg #1
SCHOOL: Gordon Bell

STUDENTS AT RISK

DESCRIPTION OF NEED

High need inner city school with a diverse student population of 912, mobility rate of 54%. There exists a group of high risk grade 7 & 8 students with poor attendance, weak academic performance and work skills. They exhibit negative attitudes and behaviour towards school.

PROGRAM OBJECTIVE

1) To improve attendance
2) To improve punctuality
3) To increase responsible behaviour
4) To reduce negative behaviour
5) To improve student attitude toward school
6) To improve students' self-image
7) To enhance classroom work skills
8) To improve academic performance

PROJECT DESCRIPTION

A maximum of 15 students will be enrolled in the program. The program will be staffed and delivered by one teacher and an aide with supports from the special needs department head, guidance personnel, resource teacher, C.G.C. personnel and some of the Division's consultants.
The program will focus on language arts, math, science and social studies. Students will be integrated with the mainstream for physical education, art and industrial arts.
Curriculum adaptation is an integral component of the program. Strategies used to deliver the program will be through a student centred approach.
Professional Development is also an important component of the program.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

The evaluation plan is included.
The evaluation will address the effectiveness and implementation of program objectives.

RESOURCES REQUIRED

ME Contribution

Materials: $ 1,840.00
Personnel: $16,338.00
P.D.: $ 2,200.00
TOTAL PROJECT COSTS: $20,378.00

Division Contribution

Materials:
Personnel: Salary of teacher
Consultative time of
Special Ed Dept. Head
Resource Teacher
CGC & consultants

COMMENTS/CONTINGENCIES

STAFF RECOMMENDATIONS

That Manitoba Education fund this program to a maximum of $20,378.00 to cover salary of Class II Teacher Aide at $16,338.00, P.D. at $2,200.00, and materials at $1,840.00. That an interim report be submitted by April 15, 1990.

BUDGET REQUEST

1989-90 SCHOOL YEAR

A. Budget - September - December 1989

Teacher aide (Class II)		$6,244
- additional 5 days prior to school opening		260
Professional Development		1,200
Materials		1,500
Transportation		140
	Total	$9,344

B. Budget - January - June 1990

Teacher aide		$9,834	
Professional Development		1,000	
Transportation		200	
	Total	$11,034	$20,378

APPENDIX I

DESCRIPTION OF NEED

THERE EXISTS AT GORDON BELL A GROUP OF AT-RISK GRADE 7 AND GRADE 8 STUDENTS WHO ARE FAILING TO ACHIEVE ANY ACCEPTABLE LEVEL OF SUCCESS IN THE 'TRADITIONAL' SCHOOL PROGRAM. THIS GROUP EXHIBITS A COMMON SET OF CHARACTERISTICS, INCLUDING:

1) ATTENDANCE AND/OR PUNCTUALITY PROBLEMS
2) POOR WORK SKILLS RELATED TO ACADEMIC PERFORMANCE
3) POOR ACADEMIC PERFORMANCE (MORE THAN 2 YEARS BEHIND GRADE LEVEL)
4) NEGATIVE ATTITUDE TOWARDS SCHOOL AND/OR LACK OF MOTIVATION OR INTEREST IN SCHOOL
5) BEHAVIOURAL PROBLEMS
6) INABILITY TO RELATE TO TRADITIONAL SCHOOL STRUCTURES AND PROCEDURES
7) LIMITED INTERESTS OR INTERESTS AND/OR AN INCLINATION TOWARDS ACHIEVEMENT IN AREAS OTHER THAN ACADEMIC STUDIES
8) A LACK OF EXPERIENCE OF SUCCESS AND ACHIEVEMENT IN SCHOOL.

IN ADDITION TO THIS GROUP PRESENTLY IN GORDON BELL, THERE IS A CONSTANT FLOW OF NEW-INCOMING STUDENTS EXHIBITING THESE SAME CHARACTERISTICS. WHILE GORDON BELL HAS A MOBILITY RATE OF 54% (1987-88), STUDIES OF GORDON BELL'S POPULATION INDICATE THAT THERE IS IN FACT AN 80% STABILITY RATE, WITH APPROXIMATELY 20% OF THE POPULATION IN CONSTANT FLUX. BECAUSE OF THE COMPLEXITY AND SEVERITY OF THE PROBLEMS FACED BY MANY MEMBERS OF THIS IN-COMING POPULATION, (SEE APPENDIX II) PLACEMENT IN "TRADITIONAL" PROGRAMS WITH EXPECTATIONS OF ANY SIGNIFICANT LEVEL OF ACADEMIC SUCCESS IS UNREALISTIC.

WHAT IS NEEDED FOR THESE STUDENTS IS A FULL-TIME PROGRAM WHICH FOCUSES UPON THEIR SPECIFIC NEEDS WHILE AT THE SAME TIME PROMOTING ACADEMIC DEVELOPMENT. WHAT IS REQUIRED TO DEAL WITH THESE SPECIFIC CHARACTERISTICS IS A DIRECT SERVICE, LOW ENROLLMENT PROGRAM WHERE THE TEACHER'S PRINCIPAL RESPONSIBILITY IS ENHANCING SPECIFIC SOCIAL, INSTITUTIONAL, AND EDUCATIONAL SKILLS, IMPROVING PERSONAL PUBLIC BEHAVIOUR, AND PROVIDING A WIDE VARIETY OF MOTIVATING, POSITIVE SCHOOL-RELATED EXPERIENCES. IT MUST BE A PROGRAM WHERE THE TEACHER HAS ADAPTED SPECIFIC CURRICULUM DELIVERY STRATEGIES TO THE SPECIFIC NEEDS OF THE STUDENTS ENROLLED. CURRICULUM ADAPTATION MUST BE UNDERTAKEN SO AS TO ALLOW FOR CREDIBLE BASIC COVERAGE OF MANITOBA EDUCATION CURRICULUM GUIDELINES (SO AS TO EQUIP STUDENTS WITH THE TOOLS NECESSARY TO CONTINUE IN THE EDUCATION SYSTEM) WHILE AT THE SAME TIME DEVELOPING SPECIAL CURRICULA FOCUSING UPON SKILLS RELATIVE TO THE TRANSITION OF STUDENTS FROM SCHOOL TO LIFE AFTER SCHOOL. ESPECIALLY THE WORLD OF WORK (SO AS TO PROVIDE AN ALTERNATIVE EDUCATION FOR THOSE STUDENTS WHO WILL NOT SUCCESSFULLY ENTER HIGH SCHOOL).

APPENDIX II

CHARACTERISTICS OF GORDON BELL MIGRANCY STUDENTS

(A) PERCENTAGE OF ALL LATE ENTRY MIGRANCY STUDENTS (OVER 3 YEARS) EXHIBITING IDENTIFIED CHARACTERISTICS

%		CHARACTERISTIC
50%	-	ARRIVED FROM OUTSIDE WINNIPEG
77%	-	ATTENDED THREE OR MORE SCHOOLS IN PREVIOUS 3 YEARS
58%	-	REPEATED AT LEAST ONE GRADE
64%	-	MORE THAN 2 YEARS BEHIND GRADE LEVEL
56%	-	NATIVE OR METIS
77%	-	FROM FAMILIES OTHER THAN TWO PARENT FAMILIES
66%	-	NO EMPLOYED FAMILY MEMBER
52%	-	ON WELFARE OR OTHER SOCIAL ASSITANCE
42%	-	INVOLVEDV WITH C & FS AGENCY OR COURT SYSTEM
34%	-	AWOL (WHEREABOUTS UNKNOWN TO PARENTS) MORE THAN ONE DAY WHILE AT GORDON BELL
54%	-	NO TELEPHONE IN THE HOME

(B) PERCENTAGE OF THIS POPULATION EXHIBITING MIX OF THE ELEVEN CHARACTERISTICS

# OF CHARACTERISTICS	% OF STUDENTS WITH THAT #
0	3%
1	4%
2	6%
3	4%
4	8%
5	7%
6	12%
7	12%
8	13%
9	17%
10	11%
11	3%

APPENDIX III

GOALS AND OBJECTIVES

1) TO IMPROVE ATTENDANCE

2) TO IMPROVE PUNCTUALITY

3) TO INCREASE RESPONSIBLE BEHAVIOUR

4) TO REDUCE NEGATIVE BEHAVIOUR

5) TO IMPROVE STUDENT ATTITUDES TOWARD SCHOOL

6) TO IMPROVE STUDENTS' SELF-IMAGE

7) TO ENHANCE CLASSROOM WORK SKILLS

8) TO IMPROVE ACADEMIC PERFORMANCE

APPENDIX IV

PROJECT DESCRIPTION

A GROUP OF APPROXIMATELY 12 GRADE 7 AND 8 STUDENTS (MAXIMUM ENROLLED AT ANY ONE TIME IS TO BE 15) ARE TO BE BROUGHT TOGETHER AS A SELF-CONTAINED GROUP WITH 1 TEACHER AND 1 TEACHER AIDE (WITH SUPPORTS FROM THE SPECIAL NEEDS DEPARTMENT HEAD, GUIDANCE PERSONNEL, THE RESOURCE TEACHER, CGC PERSONNEL, AND SOME OF THE DIVISION'S CONSULTANTS). MUCH OF THE PROGRAM WILL FOCUS UPON GRADE SPECIFIC RECOMMENDED CURRICULUM FOR LANGUAGE ARTS, MATH, SCIENCE, AND SOCIAL STUDIES (WITH THE GROUP SPLIT FOR INSTRUCTIONAL PURPOSES BY GRADE LEVEL) WITH SOME INSTRUCTION TIME ALLOTTED TO GENERAL BASIC SKILLS ENHANCEMENT. THE STUDENTS WILL BE INTEGRATED WITH THE MAINSTREAM OF THEIR GRADE FOR PHYSICAL EDUCATION, ART, AND INDUSTRIAL ARTS (WHILE ONE GRADE GROUP IS INTEGRATED IN THESE NON-CORE SUBJECT AREAS, THE TEACHER MAY FOCUS ON GRADE SPECIFIC CURRICULM FOR THE OTHER GRADE GROUP).

BY HAVING ONE SELF-CONTAINED GROUP WITH TWO STAFF (ONE TEACHER AND ONE TEACHER AIDE), WHILE THOSE PRESENT ARE WORKING WITH ONE STAFF MEMBER, THE OTHER MAY MAKE HOME CONTACTS TO PROMOTE IMPROVED ATTENDANCE, PUNCTUALITY, AND POSITIVE ATTITUDES TOWARD SCHOOL. ADDITIONALLY, WHILE ONE STAFF MEMBER IS WORKING WITH ONE GRADE GROUP ON GRADE SPECIFIC CURRICULUM IN THE CLASSROOM, THE OTHER STAFF MEMBER CAN BE PROVIDING SUPPORT IN INSURING GREATER SUCCESS FOR MEMBERS OF THE OTHER GRADE GROUP INVOLVED IN NON-CORE SUBJECTS OUT OF THE CLASSROOM. HAVING TWO DISTINCT ADULT PERSONALITIES IN THE CLASSROOM INCREASES THE PROBABILITY THAT STUDENTS WILL FORM A CLOSE RELATIONSHIP WITH AT LEAST ONE OF THE TWO ADULTS. HAVING A CLOSE RELATIONSHIP BETWEEN THE STAFF AND THE STUDENTS AND LINKING THIS RELATIONSHIP TO THE HOME WILL ENHANCE ATTENDANCE, PUNCTUALITY, AND POSITIVE ATTITUDES TOWARD SCHOOL.

AN IMPORTANT COMPONENT OF THIS PROGRAM WILL BE HALF-DAY OUT-OF-SCHOOL ACTIVITIES (ONCE OR TWICE PER CYCLE). THESE ACTIVITIES WILL BE MOTIVATIONAL IN NATURE (SOME OPRGANIZED SPECIFICALLY FOR THAT PURPOSE) AND DESIGNED TO ENHANCE ATTENDANCE AND PUNCTUALITLY, MAKE SCHOOL MORE 'REAL WORLD' RELEVANT, BRING ABOUT A MORE POSITIVE STUDENT ATTITUDE TOWARD SCHOOL ACTIVITIES, DEVELOP CLOSER RELATIONSHIPS BETWEEN STAFF AND STUDENTS, AND IMPROVE THE STUDENT'S PUBLIC BEHAVIOUR (STUDENT BEHAVIOUR PROBLEMS ARE MORE EASILY ADDRESSED IN NON-SCHOOL ENVIRONMENTS)

MUCH OF THE MATERIAL WILL BE COVERED THROUGH STUDENT CENTERED INDIVIDUAL WORK PROJECTS AND UNITS RATHER THAN THROUGH TEACHER CENTERED INSTRUCTIONAL LECTURES AND CHALKBOARD SESSIONS. THIS APPROACH WILL REQUIRE STUDENTS

TO TAKE MORE RESPONSIBILITY FOR THEIR OWN SUCCESS. THIS STRATEGY RESULTS IN STUDENTS BEING LESS DEPENDENT UPON OTHERS (TEACHERS AND PEERS) FOR THEIR PERFORMANCE AND MORE DEPENDENT UPON THEMSELVES. COUPLING THIS STRATEGY WITH LIBERAL USES OF POSITIVE REINFORCEMENT PROMOTES MORE POSITIVE SELF-IMAGE (THEY FEEL THEY ARE DOING WELL AND THAT THEY ARE WORTHWHILE), IMPROVES STUDENT ATTITUDES TOWARDS SCHOOL (THEY ARE GETTING POSITIVE FEEDBACK RATHER THAN NEGATIVE FEEDBACK AND IS THEREFORE A MORE POSITIVE PLACE TO BE), IMPROVES ATTENDANCE AND PUNCTUALITY (THEY COME TO SCHOOL TO GET MORE "STROKES", SOMETHING MOST OF THE STUDENTS DON'T GET A LOT OF OUTSIDE OF SCHOOL) -ALL OF WHICH LEAD TO IMPROVED ACADEMIC PERFORMANCE. FUTHERMORE, TO IMPROVE ACADEMIC PERFORMANCE, WHERE TEACHER CENTERED INSTRUCTION IS APPROPRIATE (SUCH AS IN LANGUAGE ARTS) WHOLE LANGUAGE/CEL ORIENTED ACTIVITIES WILL FORM A SIGNIFICANT PART OF THE TEACHING STRATEGY.

IN LOOKING AT THE SPECIFIC CURRICULUM FOR THE VARIOUS SUBJECTS TO BE TAUGHT, THE TEACHER WILL HAVE TO ADAPT THE CURRICULUM IN THE FOLLOWING MANNER:

1) BASIC SKILLS WILL NEED TO BE DEVELOPED AND BE THE PRIMARY INITIAL FOCUS. INCLUDED IN 'BASIC SKILLS' WILL BE TRADITIONAL SCHOOL 'WORK' SKILLS SUCH AS MATERIAL ORGANIZATION, FOCUSING ON TASKS AT HAND, CLASSROOM CONDUCT, PUBLIC BEHAVIOUR, AND OTHER SKILLS NECESSARY FOR SUCCESSFUL FUNCTIONING AT SCHOOL.

2) GIVEN THE SKILL LEVEL AND COMPLEXITY OF PROBLEMS CHARACTERISTIC OF THESE STUDENTS, THE MANITOBA EDUCATION RECOMMENDED CURRICULUM MUST BE ADAPTED SO AS TO STILL COVER THE PRIMARY CONCEPTS AND SKILLS RECOMMENDED FOR THE SPECIFIC COURSE AND GRADE LEVEL. TO ACHIEVE THIS, STRATEGIES MUST BE DEVISED WHICH RECOGNIZE THE NEED FOR THE USE OF AND TEACHING WITH MANIPULATIVE MATERIALS TO ENHANCE THE LEARNING OF PRIMARY CONCEPTS IN SCIENCE AND MATH. IT IS IMPERATIVE THAT STUDENTS WHO COMPLETE THE ALTERNATIVE PROGRAM AND MOVE ON IN SCHOOL ARE CREDIBLY COMPETENT IN THE RECOMMENDED CURRICULUM FOR THE COURSE (SUFFICIENTLY TO PASS END OF YEAR EXAMS).

3) GIVEN THE DROPOUT RATE AMONGST THIS POPULATION, THE CURRICULUM MUST BE ADAPTED SO AS TO PERMIT SOME FOCUS ON SKILLS PARTICULARLY RELEVENT TO LIFE AFTER SCHOOL, ESPECIALLY TO THE WORLD OF WORK. IT IS IMPORTANT THAT WE PROVIDE SOME SPECIAL SKILLS TO THAT SEGMENT OF THIS POPULATION THAT WILL NOT SUCCESSFULLY COMPLETE THEIR FORMAL SCHOOLING.

AN INGREDIENT OF THE PROGRAM WILL BE PROFESSIONAL DEVELOPMENT OF STAFF AND PROGRAM DEVELOPMENT TIME AND SUPPORTS. IN THE FIRST YEAR, THE TEACHER AND TEACHER-AIDE WOULD START A WEEK BEFORE SCHOOL (WITH THE TEACHER RECEIVING

COMPENSATORY TIME AND THE AIDE FINANCIAL REMUNERATION) FOR PROFESSIONAL DEVELOPMENT AND PROGRAM DEVELOPMENT SESSIONS. THE TEACHER WOULD ALSO RECEIVE EXTRA PREPARATION TIME (1 ADDITIONAL SLOT) THROUGHOUT THE YEAR FOR THE PURPOSES OF PROGRAM DEVELOPMENT AND CURRICULUM ADAPTATION. ADDITIONAL TRAINING SESSIONS WILL BE NECESSARY FOR THE TEACHER-AIDE TO BECOME MORE CAPABLE OF DEALING WITH THE SPECIAL NEEDS STUDENTS. THE SUPPORT PERSONNEL DESCRIBED ABOVE (EG,THE SPECIAL NEEDS DEPARTMENT HEAD, GUIDANCE PERSONNEL, RESOUCE TEACHER, CGC SPECIALISTS, AND CONSULTANTS) WOULD HAVE AS THEIR MAIN SUPPORT ROLES THE RECOMMENDING AND PROVISION OF PROFESSIONAL DEVELOPMENT PROGRAMS (AS WELL AS RECOMMENDATIONS FOR CURRICULUM ADAPTATION). THE SECOND YEAR OF THIS DEMONSTRATION PROJECT WOULD REQUIRE LESS PROFESSIONAL DEVELOPMENT TIME, BUT WOULD STILL ENTAIL CURRICULUM ADAPTATION TIME TO REFINE AND EXPAND UPON WHAT WAS DEVELOPED IN THE FIRST YEAR.

IN THIS PARTICULAR PROJECT, THE JOB DESCRIPTION OF THE TEACHER WOULD INCLUDE ALL THOSE ACTIVITIES AND RESPONSIBILITIES INHERENT IN ANY TEACHER'S POSITION, BUT WOULD ALSO INCLUDE:

1) DEVELOPMENT OF INDIVIDUAL EDUCATION PLANS FOR EACH OF THE STUDENTS IN THIS PROGRAM.

2) ADAPTING THE CURRICULUM TO ADDRESS THE SPECIFIC NEEDS AND PROGRAM OBJECTIVES SET OUT ABOVE.

3) WORKING CLOSELY WITH THE SUPPORT TEAM DESCRIBED ABOVE.

4) PROVIDING LEADERSHIP AND DIRECTION IN A CLOSE RELATIONSHIP WITH THE TEACHER-AIDE.

5) ESTABLISHING A CLOSE, COMFORTABLE COMMUNICATION LINK WITH THE FAMILIES AND SUPPORTING AGENCY WORKERS OF THE STUDENTS.

6) PARTICIPATION IN INTAKE DECISIONS FOR THE PROGRAM.

7) MONITORING STUDENT ATTENDANCE AND PROGRESS IN ALL THEIR SUBJECTS.

8) DEVELOPMENT OF POSITIVE, MOTIVATING OUT-OF-SCHOOL LEARNING EXPERIENCES.

9) DETERMING THE MOST SUITABLE PLACEMENT FOR STUDENTS AT THE END OF THE YEAR (AND ON AN ON-GOING BASIS).

10) MAINTAINING RECORDS AND DATA NECESSARY FOR EVALUATION OF THIS PROJECT.

THE JOB DESCRIPTION OF THE TEACHER-AIDE WOULD INCLUDE WORKING CLOSELY WITH THE TEACHER ON TASKS DETERMINED BY THE TEACHER, SOME OF WHICH WILL INCLUDE:

1) WORKING INDIVIDUALLY AND IN GROUPS WITH STUDENTS UNDER THE DIRECTION OF THE TEACHER.

2) REINFORCING INDIVIDUAL EDUCATION PLANS FOR THE STUDENTS.

3) ASSISTING STUDENTS IN LEARNING SITUATIONS, LIFE EXPERIENCES, AND BEHAVIOUR SITUATIONS THROUGH APPROPRIATE MODELLING AND DIRECTION.

4) COMMUNICATION WITH AND VISITS TO THE HOMES OF STUDENTS

5) ESCORTING STUDENTS ON FIELDTRIPS AND PARTICIPATING IN OUT-OF-SCHOOL EXPERIENCES.

6) ESCORTING STUDENTS TO INTEGRATED CLASSES AND SHOPS, AND CHECKING ON THEIR ATTENDANCE AND PERFORMANCE.

7) PREPARATION AND ORGANIZATION OF INSTRUCTIONAL MATERIALS

8) RECORD KEEPING RE STUDENTS.

APPENDIX V

PROJECT EVALUATION PLAN

EVALUATION OF THE PROJECT WILL BE BASED PRIMARILY UPON GOAL ATTAINMENT. WHILE MANY OF THE SPECIFIC DEVICES TO BE UTILIZED TO DETERMINE THE DEGREE TO WHICH GOALS ARE BEING MET HAVE YET TO BE DECIDED UPON, THE FOLLOWING ARE SOME GENERAL GUIDELINES:

1) ATTENDANCE AND PUNCTUALITY

DATA REGARDING STUDENT ATTENDANCE AND PUNCTUALITY WILL BE GENERATED WHEREVER POSSIBLE SO AS TO COMPARE STUDENT ATTENDANCE AND PUNCTUALITY WHILE IN THE PROGRAM TO THESE FACTORS PRIOR TO ADMITTANCE TO THE PROGRAM. ALSO TO BE COMPARED ARE ATTENDANCE AND PUNCTUALITY DATA IN THE FIRST THREE MONTHS AND THE DATA FOR THESE FACTORS IN THE LAST THREE MONTHS OF THE SCHOOL YEAR.

2) BEHAVIOUR CHANGES

THE TEACHER, ALONG WITH THE SUPPORT TEAM, WILL DEVELOP A LISTING OF SPECIFIC RESPONSIBLE BEHAVIOURS THAT ARE TO BE ENCOURAGED AND SPECIFIC NEGATIVE BEHAVIOURS WHICH ARE TO BE DISCOURAGED. SOME OF THE RESPONSIBLE BEHAVIOUR TO BE PROMOTED MAY INCLUDE: (A) STUDENTS PHONING THE SCHOOL WHEN THEY ARE GOING TO BE ABSENT (B) ARRIVING AT OUT-OF-SCHOOL ACTIVITIES ON THEIR OWN (C) REQUESTING EXTRA ASSISTANCE OR WORK IN CLASSES. SOME NEGATIVES TO BE REDUCED MAY INCLUDE: (A) PROFANE LANGUAGE (B)DISRUPTIVE, LOUD CONVERSATIONS (C) MISCONDUCT IN THE HALLWAY (D) CONFRONTATIONS WITH STAFF MEMBERS. WITH SUCH A CHECKLIST, INCIDENCES OF POSITIVE AND NEGATIVE BEHAVIOUR FOR THE BEGINNING AND END OF THE YEAR MAY BE COMPARED. IN ADDITION, AN INSTRUMENT SUCH AS BROWN AND HAMMILL'S "BEHAVIOUR RATING PROFILE" MAY BE UTILIZED.

3) STUDENT ATTITUDES TOWARDS SCHOOL

AN INSTRUMENT WILL BE CHOSEN PRIOR TO START-UP OF THE PROGRAM TO COMPARE STUDENT ATTITUDES TOWARDS SCHOOL WHEN THEY FIRST ENTER THE PROGRAM AND THEIR ATTITUDES AT THE END OF THE SCHOOL YEAR. POSSIBLE INSTRUMENTS ARE THE "QSL" ("THE QUALITY OF SCHOOL LIFE SCALE") AND/OR HOGAN'S "SURVEY OF SCHOOL ATTITUDES".

4) STUDENT SELF IMAGE

AS WITH STUDENT ATTITUDES TOWARDS SCHOOL, IN EVALUATING SUCCESS IN IMPROVING STUDENTS' SELF-CONCEPT, AN INSTRUMENT WILL BE CHOSEN TO COMPARE THE ATTITUDES AT THE BEGINNING AND END OF THE YEAR. POTENTIAL INSTRUMENTS INCLUDE "BASE" ("BEHAVIOURAL ACADEMIC SELF ESTEEM RATING SCALE"); "THE PIERS-HARRIS CHILDREN'S SELF-CONCEPT SCALE", AND/OR "THE

CULTURE FREE SEI (SELF-ESTEEM INVENTORY FOR CHILDREN AND ADULTS)".

5) CLASSROOM AND INSTITUTIONAL WORK SKILLS

THE DEGREE OF EFFECTIVENESS OF DEVELOPING GENERAL SKILLS NECESSARY FOR SUCCESS WITHIN INSTITUTIONAL STRUCTURES AND THE SPECIFIC SOCIAL AND WORK SKILLS NECESSARY FOR SUCCESS IN SCHOOL MAY BE ASSESSED THROUGH ANECDOTAL COMMENTS OF THE SUPPORT TEAM WORKING WITH THE CLASSROOM TEACHER AND THROUGH INSTRUMENTS SUCH AS BROWN AND HOLTZMAN'S "SURVEY OF STUDY HABITS AND ATTITUDES" AND THE "S RATING SCALE" ("SCHOOL SOCIAL SKILLS RATING SCALE").

6) ACADEMIC PERFORMANCE

IN ASSESSING THE EFFECTIVENESS OF THE PROGRAM ON ACADEMIC PERFORMANCE, THREE METHODS WILL BE EMPLOYED:
(A)A LANGUAGE BASED STANDARDIZED TEST SUCH AS THE "CAT" ("CANADIAN ACHIEMENT TEST") WILL BE UTILIZED.
(B)A NON-VERBAL ABILITY TEST SUCH AS THE "MAT" ("MATRIX ANALOGIES TEST") WILL BE UTILIZED.
(C)THE TEACHER, WITH THE ASSISTANCE OF THE SUPPORT TEAM, WILL DEVELOP AN 'IN-HOUSE' TEST OF MATHEMATICS AND LANGUAGE SKILLS.

7) P. D. PLAN

TO ASSESS THE APPROPRIATENESS OF THE PROFESSIONAL DEVELOPMENT PLAN UNDERTAKEN FOR THE TEACHER-AIDE, THE TEACHER AND THE AIDE WILL BE SURVEYED FOR THEIR OPINIONS AT THE END OF THE FIRST YEAR (ALONG WITH A LISTING OF THE P. D. ACTIVITIES UNDERTAKEN).

INNER CITY INITIATIVE

APPLICATION FORM

Compensatory Grant Application	1
Core Area Initiative Grant Application	✓
Special Grants Application	—

SECTION A

BACKGROUND INFORMATION

Name of Sponsoring Organization/ Assocation/School	GORDON BELL HIGH SCHOOL
Contact Person	RICHARD KENNETT
Phone Number	774-5401
Mailing Address	3 Borrowman Place
	Winnipeg, Manitoba R3G 1M6

SCHOOLS

Please complete if you are applying from a school. (Include programs/resources that are currently in the school)

I. School Enrolment 912

Number of Professional Staff (Excluding administration) 59

Number of Paraprofessionals 9½

II. School Programs:

	Number of Staff	Amount of Program Dollars For Materials, Release Time, Etc.
Counselling	3½	
Migrancy		
Special Needs	1.17	
E.L.D.N.S.	0.92	
Low Incidence Support	1 @ 2½ hrs per day	

III. A. Briefly describe other school based Compensatory Education Programs.

N/A

B. Briefly describe other school based Core Area Initiative Programs.

Nil

C. Briefly describe any unique characteristics of your school population.

Refer to Appendix II

BACKGROUND INFORMATION (CONT'D)

NON-PROFIT ORGANIZATIONS

I. Goals of Organization/Association:

_____

_____

_____

_____

_____

_____

_____

_____

II. Date Organization/Association Was Formed: _____

III. Is Organizatien/Association Incorporated: YES ____

NO ____

DATE _____

IV. Is Organized On A Non-Profit Basis: YES ____

NO ____

V. Attach the following: 1. Copy of latest available financial statement.

2. List of current Board of Directors.

3. Description of Current membership regulations.

VI. Does the Organization/Association have a Registered Charitable Tax Number:

YES ____ DATE RECEIVED _____

NO ____

VII. Number of Members of Organization/Assocation: _____

Percentage of members living in the core area _____%

PROJECT INFORMATION (To Be Completed By Schools and Non-Profit Organizations)

Project Description

Type of Project (Check one box only)

demonstration	[X]	start up	[ ]
volunteer-based	[ ]	planning/research	[ ]
single event	[ ]	maintenance of existing activities	[ ]
enhancement of existing activities	[ ]	other	[ ]
		(specify) _____	

Target Group(s) of Project "At Risk" Junior High Students (Poor Attending, Non Achievers)

Catchment Area (check one box only)

Individual Neighbourhood(s)	[X]	(specify) Gordon Bell Students
Core Area Wide	[ ]	
Beyond Core Area	[ ]	

Specify percentage of expected users living in core area _____%

Location of Project Activities (check one box only)

Site Specific	[ ]	
Individual Neighbourhood(s)	[ ]	(specify) Gordon Bell High School
Core Area Wide	[ ]	
Beyond Core Area	[ ]	

Specify percentage of activities expected to take place within the core area _____%

SECTION B

PROJECT PROPOSAL SUBMISSION

The following proposal categories will assist individuals OR groups in submitting proposals to the Core Area Initiative Education Support Program 6.4. Please provide complete information under each heading to the fullest extent possible. .

NAME OF PROJECT: Panther's Lair

DESCRIPTION OF NEED: See Attached Appendix I and Appendix II

GOALS AND OBJECTIVES OF PROJECT: See Attached Appendix III

PROJECT DESCRIPTION: (If more space is required please add additional pages)

See attached Appendix IV

PROJECT DESCRIPTION (CONT'D): _____

PROJECT EVALUATION PLAN: See attached Appendix V

EMPLOYMENT

1. Will this project generate employment? YES X NO _____

2. If YES ...

TYPE OF JOB	NUMBER OF POSITIONS
Teacher-Aide	1

3. The Core Area Initiative is committed to providing job opportunities for residents of the Core Area. What opportunities for employment will this project provide for Core Area residents?

School will request the Division hire a Core Area Resident for this position.

4. What procedures will be used to ensure employment for Core Area residents?

Procedures that are in compliance with Core Area Initiative Guidelines.

FINANCIAL INFORMATION

A. PROJECT BUDGET

Proposed Project Budget for the Period August 30, 1989 to June 30, 1989

Itemize all items related to the project.

B. Complementary Program Funds

Itemize any other sources of grants or services received that will contribute to the financial support of the project.

	AMOUNT	Confirmed Date Confirmation Expected
Secretary of State		
Manitoba Jobs Fund		
Winnipeg School Division	Teacher and "In Kind" Support	
Canada Jobs Strategy		
Non-Government Sources		
Foundations		
Other		

C. Total Budget Required: _____

Revenue From Other Sources: _____

Total Required From Core Area Initiative: $20,378.00

Total Required From Compensatory: _____

Total Required From Special Grants: _____

D. Describe Long Term Funding Plans For the Project:

It is planned that should this project be demonstrated to be an effective means of programming for this segment of inner city students this program would be continued as an integral part of the Winnipeg School Division's services offered at Gordon Bell High School.

Please return completed form to:

Education Support Services
Winnipeg Core Area Initiative
124 King Street
Winnipeg, Manitoba
R3B 1H9

Telephone: 943-0783

NEW

WINNIPEG SCHOOL DIVISION #1

ARGYLE HIGH SCHOOL

DRUG & ALCOHOL SUPPORT WORKER PROGRAM

PR-SD1-516

SUMMARY SHEETS FOR PROJECT SUBMISSIONS

REGION: Urban
M.E. STAFF PERSON: Suni Matthews
SCHOOL DIVISION: Winnipeg #1
SCHOOL: Argyle High School

DRUG & ALCOHOL SUPPORT WORKER PROGRAM

DESCRIPTION OF NEED

High need Inner City school of 200 students
80% native from urban or reserve background
Single parents 73.5%
Mobility 120.8%
45 students are mothers
Majority of students are from low socio-economic backgrounds with histories of abuse, alcoholic homes. Many reside in group homes or room & board situations and some with no fixed address.

PROGRAM OBJECTIVE

1) To plan and implement drug & alcohol program in classrooms.
2) Development of support groups
3) Dealing with outside agencies
4) Crisis intervention
5) One to one counselling

PROJECT DESCRIPTION

The Drug & Alcohol Support Worker will be responsible for:

1) Planning and implementing drug and alcohol abuse program in classrooms in conjunction with counsellors.
2) Actively search out candidates and offer group sessions both day and evening.
3) Liaison, communicate and link students with appropriate agencies to meet student needs.
4) Provide crisis intervention by being available and accommodating student needs in the evenings, weekends and through phone contacts.
5) Provide one to one counselling to those identified students.

FOR NEW PROJECTS ONLY

YEAR I EVALUATION PLANS

Not submitted

RESOURCES REQUIRED

ME Contribution		Division Contribution	
Materials:	$ 4,000.00	**Materials:**	
Personnel:	$35,400.00	**Personnel:**	

TOTAL PROJECT COSTS: $39,400.00

COMMENTS/CONTINGENCIES

Clarification is required to determine whether the Compensatory Program is the most appropriate body to fund this program since it involves a major community service focus.

There is concern about the scope of the program and the staff qualifications required to implement it.

STAFF RECOMMENDATIONS

That Manitoba Education hold the funds of the project contingent on the receipt of the following by June 30, 1989:

1) Job description of support worker including qualifications required.
2) Classification re teaching and social service roles of worker.
3) An evaluation plan.

That Manitoba Education staff be involved in the evaluation.

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

COMPENSATORY SUPPORT PROGRAM
1989/1990

DRUG AND ALCOHOL SUPPORT WORKER
ARGYLE HIGH SCHOOL

Program Objectives

Argyle Alternative High School serves approximately 200 special needs students. A majority of these students are characterized by difficulties in many areas of academic achievement, social development and adjustment, and self-direction.

The intent of the project is to provide:

i) Planning and implementing drug and alcohol program in classroom
ii) Development of support groups
iii) Dealing with outside agencies
iv) Crisis intervention
v) One to one counselling

Program Requirements

In support of the Compensatory Program requirements, the following are attached:

i) A proposal for 1988/89.
ii) An itemized budget for 1989/90.

Argyle High School is an inner city alternative school located at 100 Salter Street. It started in 1969 as the Youth Re-Entry Program with two teachers and 15 students and has grown to 270 students with 19 teachers and 6 support staff.

Our students range in age between 16 and 21. Approximately 80% of the students are Native/Metis either from urban backgrounds or from reserves, having been sent to the city for their education. The majority are from low socio-economic backgrounds with histories of abuse, alcoholic homes and single parent families. Many reside in group homes or room and board situations,some live independently, while others are extremely migrant with no fixed address. Consequently most are on their own with little or no support. Many are struggling to survive financially and are dependent on Student Social Allowance, Native Band Councils and welfare for monetary support. A high majority are or have been involved with the justice system, probation services, and child care agencies. Approximately one fifth are parents with few parenting skills, many of whom have histories of abuse. A high percentage of the school population is chemically dependent or very involved in drug and alcohol use. Due to drugs and alcohol, many have suffered enormous amounts of loss in their lives including deaths of friends and relatives (a good many through violence). All of our students are survivors and simply having made the decision to be at Argyle testifies to their strength.

The needs of this population are extremely diverse. Our students need constant positive reinforcement, self-esteem

building, a great deal of one to one contact, training in communications skills and encouragement to attend school. Economically they need direct financial support as well as help dealing with the bureaucracy in order to obtain funds and assistance in budgeting their resources.

Emotionally they need the constant availability of crisis intervention, drug and alcohol abuse intervention and abuse cycle intervention. They also frequently need access to long term counselling for a variety of problems such as depression, suicide, drug overdose, alcoholism, sexual identity crisis, relationship crisis, and physical, emotional or sexual abuse. Because of their backgrounds and financial status, our students also tend to be in poor physical condition. They need access to public health personnel, reproductive health care, pre-natal and child development information, knowledge of how to deal with illness (their own and their children's), information about the effects of drug and alcohol use, and training in nutritious cooking on a low budget.

Their academic needs are great due to poor skills, lack of previous success, lifestyles that preclude regular attendance and punctuality, crisis orientation and low self esteem. They need a flexible, tolerant, informal, continuous progress program that is also structured to encourage the growth of studenting skills and provide success. They need low teacher-student ratios, individual attention and above all, acceptance. Many need literacy upgrading, including E.L.D.N.S. and E.S.L., as a number of our students initially learned and used a language

other than English.

In meeting these needs, Argyle has developed three programs: Academic, Urban Studies, and Pre-Employment. All programs are continuous intake and continuous progress, featuring a mix of individualized programming and group work and activities. The emphasis is on cooperative, successful education.

The Academic Program provides high school math, science, English and social studies from Grade X - XII at 01 and 00 levels in a semester system with six week reporting periods to provide students with constant progress feedback. The curricula is Department of Education approved and as well has life and culture relevance to the population of students at Argyle. The academic team consists of six teachers, one full time and one half time counsellor and two teacher aides.

Urban Studies is a two year program which uses an integrated thematic approach to provide literacy upgrading and lifeskills. The social, emotional,and physical needs of the Urban Studies students are great and require the team to focus primarily on the development of these areas. The team consists of five classroom teachers, one counsellor, one support teacher and two aides.

The Pre-Employment Program concentrates on preparing students to get and maintain a job. It focuses on building attendance, punctuality and reliability as well as developing work-related skills and academic skills. Students participate in work experiences, simulated work situations and a Job Finding Club. The students are usually older and many come from the

Urban Studies and Academic Programs. The program is run by two full time and one half-time teacher, a work experience co-ordinator, and a lifeskills trainer.

The school has part-time access to a nurse and a social worker, as well as continual support from the principal and secretarial staff. Urban Studies and Academic students and staff come together during the afternoon for electives in a variety of subject areas, and there are frequent socializing activities such as days in the park, camping trips and school lunches as well as workshops and conferences available to the whole school.

The counselling department in the school, besides providing one to one counselling and crisis intervention, also organizes support groups around chemical dependency, abuse survival and parenting. Counsellors are also responsible for classroom sessions dealing with topics such as Family Life, Suicide, and Relationships. The needs of our students are great and therefore the demands on both counselling and teaching staff are great. It is impossible to meet these demands totally and therfore every effort has been made to utilize outside services. This effort has been accelerated by the fact that the students' needs are 24 hours a day, 12 months a year and the school is not accessible on that basis.

While outside agencies do exist to deal with the problems detailed above, there are a number of factors that contribute to our students' inability to connect. Many of the organizations are so overloaded with referrals that our students are not able to access their facilities and therefore are put on waiting lists

to be dealt with at future dates. For students whose lives are crisis orientated, this is of little help. In general community agencies offer limited theraputic resources for adolescents. Most agencies over the last five years have begun directing their services and funds to dealing with a younger population. This has left many students between the ages of 16 - 20 on their own. If support and counselling groups do exist, many are full. At one point many agencies had workers who outreached into the community and the school, but at the present time all these agencies have retrenched and this makes it very difficult for our students to connect with them successfully. The lack of Native people working at these agencies also makes it difficult for our students to connect. Another factor that inhibits our students from using these resources is their physical location. Many are located a great distance from the school and community where our students live. Given their low self-confidence and poor level of trust as well as their inexperience in dealing with bureaucracy, our students are not capable of making the connection.

An example of this is Argyle's relationship with Student Social Allowance. At one time all our students had to travel to Taylor Avenue to apply and numerous problems arose because of this. Subsequently we negotiated with Student Social Allowances, and they sent an outreach worker to the school. This person regularly sits and talks with the students and can get to know them and understand their problems. As a result many issues have been quickly resolved, and our relationship with the agency has never been stronger.

Most social service agencies are very capable of dealing with people who recognize they have a problem and are prepared to deal with it. Our students, however, are not this fortunate. Many do not acknowledge that they have a problem, and these agencies do not have the time or the trained personnel to handle these type of students.

It is for the above reasons that we are proposing the hiring of a drug and alcohol support worker at Argyle High School. This individual would be responsible for the following:

Planning and implementing drug and alcohol program in classroom:

- in conjunction with counsellors they will plan classroom sessions to deal with topics such as "irresponsible use of drugs and alcohol".
- need to teach students "facts from fiction" regarding drugs/alcohol use.
- plan sessions to heighten student awareness on how drugs and alcohol can influence their lives.
- how to deal with family/friends who are abusers and how it affects them.
- facilitate circle sessions to develop trust and sharing within classroom.

Development of Groups

- actively search out possible candidates
- actively support membership and attendance
- be experienced running and maintaining small groups
- be available to run groups day/evening.

Dealing with outside agencies

- connecting our students to outside agencies to deal with drug and alcohol problems.
- taking students to these agencies and waiting for them.
- follow-up counselling and record keeping.
- compiling a registry of agencies that deal with drug and alcohol problems.

Crisis Intervention

- maintaining phone contact with students who frequently need crisis intervention; counsellor to phone the students evenings and weekends; students have phone access to counsellor, possibly through beeper system.
- providing support as needed in obtaining needed medical attention for students in crisis.
- locating emergency short term housing for students who find they have no place to go.
- maintaining contact with Argyle Evening Program regarding students who may need crisis intervention.

One to one counselling

Many of our students who abuse drugs or alcohol have difficulty recognizing the extent to which it creates chaos in their lives. Students will often seek help for problems such as poor school performance family or relationship problems and problems with the police, when in fact the real problem is their drug/alcohol abuse. Helping students to identify their drug/alcohol abuse often takes many one to one counselling sessions.

Drug/alcohol abuse is problematic in one way or another in (almost all of the families) of the students who attend Argyle. Students learn from their parents, relatives and peers that using drugs or alcohol to deal with family or personal problems is acceptable. Thus, when students have problems related to issues such as sexual abuse, and other serious family issues, they turn to alcohol or drugs. Again, a great deal of one to one counselling is necessary in order to help students deal with the underlying causes of their drug/alcohol abuse.

Many of our students deal with multiple social problems at any given time. Those who buckle under the strain of these problems turn to drugs and alcohol. While they are working on breaking their addiction, they need something to replace the drugs or alcohol. Often the replacement is a counsellor who is available at their convenience who they can "just" talk to. The counsellor becomes like a friend, who they can trust, be open with, and talk to about how difficult life is for them. At times like this the students are not in need of a therapy session, but rather someone they can share their thoughts, feelings, and fears with.

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

DRUG AND ALCOHOL SUPPORT WORKER
ARGYLE HIGH SCHOOL

Budget

	September to December/1989	January to June/1990	TOTALS
Support Worker	$ 11,800	$ 23,600	$ 35,400
Program Supplies	667	1,333	2,000
Telephone and Pager	667	1,333	2,000
	$ 13,134	$ 26,266	$ 39,400

REPORTS/COMPLETED PROGRAMS/PROJECTS

REPORTS SUBMITTED

NOTE: All reports/evaluations will be available for review in the Blue Board Room at 120 King Street on May 3 and 4, 5:30 - 8:00 p.m., as well as May 8 from 9:00 a.m.-4:00 p.m.

1.	Parent Resource Assistant Year End Report	2nd Year
2.	LAP III Interim Report	1st Year

YEAR END REPORT

PARENT RESOURCE ASSISTANT

Manitoba

Education

Inner City Initiatives

124 King Street
Winnipeg, Manitoba, CANADA
R3B 1H9

DATE: May 19, 1988

REGION: Urban

SCHOOL DIVISION: Winnipeg #1

SCHOOL: Inner City Schools

RENEWAL: 2nd Year

NEW:

PILOT:

REQUEST: $24,500.00

PROJECT: Parent Resources Assistant

FILE NO: PR-SD1-423

ADJUDICATION PANEL COMMENTS/CONTINGENCIES/RECOMMENDATIONS:

That Manitoba Education fund the Parent Resource Assistant Program to a total of $24,500.00 for the school year 1988-89.

That a progress report be submitted by April 15, 1989.

APPROVED

RECOMMENDATION: $24,500.00

Parent Resources Assistant Position: Progress Report March 15, 1989

The objectives and responsibilities of the Parent Resources Assistant position is divided into three areas:

the Early School Years Project
the Parent and Child Centres
other inner-city schools

The responsibilities towards each of these three areas are as outlined below:

Responsibilities directly related to the Early School Years Project

1. provide assistance to project schools in identifying areas where support and assistance can be provided in initiating programming for parents

2. assist project schools in the delivery of parent programs:

   - advertise the program
   - arrange for space requirements
   - compile materials
   - contact resource people
   - arrange babysitting
   - assist in evaluation of the program

3. to assist in the development, co-ordination and organization of parent program committees in the project schools

4. to provide support and resources to the receiving teachers of the Early School Years Project students and parents

5. assist in fostering the link between Parent/Child Centres and the Early School Years Project

6. to maintain and distribute parent/staff resource materials

7. serve as a contact person for special programs for ESY and Parent/Child Centre families (ie ESL Settlement Language Program)

Responsibilities directly related to Parent/Child Centres

1. assist co-ordinators and parents at all centres in the development of community boards

2. assist centre staff in the development of proposals for submission to secure operational funds for all centres

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

COMPENSATORY SUPPORT PROGRAM
1988/1989
YEAR-END REPORT

PARENT RESOURCES ASSISTANT

Background

The Parent Resources Assistant position received Compensatory funding in May, 1988, for the 1988/89 school year in the amount of $24,500.00. The recommendation sheet from Manitoba Education is attached. Funding had been received for this position for 1985-87 through the Core Area Initiatives Education Program.

Program Objectives

The Parent Resources Assistant works in support of the Parent Program component of the Early School Years Project. The specific objectives are:

i) To assist in the identification of local school-community parenting needs and interests.
ii) To develop school-community programs which would be used to further educate parents with regards to child development, parenting skills and other interests.
iii) To work with parents to provide additional skills in the areas of parenting and to further reinforce the idea of parents as teachers.
iv) To assist parents in gaining more self-confidence in their role as parents and teachers.

Early School Years

i) provide assistance to project schools in identifying areas where support and assistance can be provided in initiating programming for parents.
ii) Assist project schools in the delivery of parent programs:
- advertize the program
- arrange for space requirements
- compile materials
- contact resource people
- arrange babysitting
- assist in evaluation of the program

iii) Assist in the development, coordinating and organization of parent program committeesin the project schools.
iv) Provide support and resources to the receiving teacners of the Early School Years Project students and parents.

v) Assist in fostering the link between Parent/Child Centers and the Early School Years Project.
vi) Maintain and distribute parent/staff resource materials
vii) Serve as a contact person for special programs for Early School Years and Parent/Child Centres families (ie. ESL Settlement Language Program)

Parent/Child Centres

i) Assist coordinators and parents at all centres in the development of community boards.
ii) Assist centre staff in the development of proposals for submission to secure operational funds for all centres.
iii) Assist parents and staff where needed when preparing and presenting proposals before potential funders.
iv) Act as a liaison between all Parent/Child Centres to ensure a sharing of information and an opportunity for those involved in Parent/Child Centres to equally contribute to the further development of the concept.

Inner City Elementary Schools

i) Continue to develop and maintain a resource file of materials for use in the development of parent programs.
ii) Provide information to schools as to the availability of these resources.
iii) Initiate contact with inner city principals to discuss the availability of resources and the delivery of parent programs.
iv) Act as a support/resource when interested schools are identified.
v) Keep record of parent programs run in inner city elementary schools.
vi) Encourage sharing of resources between all schools involved in the delivery of parent programs.

Program Requirements

In support of the Compensatory Program requirements, the following is attached:

- An Activity Report for 1988/89. Any changes in direction of the position are noted in the Activity Report.

3. assist parents and staff where needed when preparing and presenting proposals before potential funders

4. act as a liaison between all Parent/Child Centres to ensure a sharing of information and an opportunity for those involved in Parent/Child Centres to equally contribute to the further development of the concept

Responsibilities directly related to the Division's Inner-City Elementary Schools

1. continue to develop and maintain a resource file of materials for use in the development of parent programs

2. provide information to schools as to the availability of these resources

3. initiate contact with inner city principals to discuss the availability of resources and the delivery of parent programs

4. act as a support/resource when interested schools are identified

5. keep record of parent programs run in inner-city elementary schools

6. encourage sharing of resources between all schools involved in the delivery of parent programs

Activities Completed up to date are as follows:

ESY Project Schools

i) established parent program committee at Victoria-Albert which has run -

- meet-the-teacher night (introduction to the ESY Project)
- understanding the nursery/kindergarten program (Kati Dawson)
- Christmas craft workshop, nursery/kindergarten and grade 1

ii) continue on parent program committee at Strathcona which has run -

- meet-the-teacher (introduction to ESY Project)
- "How Children Learn" (Kati Dawson) nursery/kindergarten, grades 1 and 2
- "How Children Learn to Read and Write" (Kati Dawson) kindergarten, nursery, grade 1 and 2
- Hallowe'en Craft Workshop, nursery-grade 4
- Christmas Craft Workshop, nursery-grade 3

iii) Pinkham has become self sufficient with support from the CEDA worker and Parent/Child Centre and ESY staff they are able to run programs for parents

Other Inner City Schools

i) Mulvey School working on expansion of toy library (to include parent resource information)

ii) Greenway School early childhood (parent involvement program). Actively involved in assisting Wendy Land in designing a program and working on the proposal.

iii) King Edward - providing on-going support to the team there for setting up parent programs.

iv) contact with David Livingstone, River Elm, William Whyte, Margaret Scott

v) ESL Program for Families

- provided support and resources to River Elm Parent/Child Centre to have an ESL class run out of their school

- co-ordinate all aspects of an ESL class run out of the Freighthouse

Parent/Child Centres

i) share information between the 5 centres and the Early School Years Project schools, etc.

ii) assist community boards in board development

iii) assist in expanding parent involvement and ownership

Resources

- maintain resource library for use by Parent/Child Centres, ESY, CEDA, other division personnel